UNITED STATES BUREAU OF EDUCATION.
CIRCULAR OF INFORMATION NO. 1, 1899.

CONTRIBUTIONS TO AMERICAN EDUCATIONAL HISTORY.
EDITED BY HERBERT B. ADAMS.

No. 23.

# HISTORY OF EDUCATION

IN

# NEW JERSEY.

BY

DAVID MURRAY, Ph. D., LL. D.

WASHINGTON:
GOVERNMENT PRINTING OFFICE.
1899.

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# LIST OF ILLUSTRATIONS.

# LETTER OF TRANSMITTAL.

SIR: I have the honor to submit herewith the twent
of the series of contributions to American educational l
for the use of this Bureau under the general editorial
Prof. Herbert B. Adams, of the Johns Hopkins Univer
ent number deals with the State of New Jersey, and ha
under the immediate direction of Dr. David Murray, l
ent of education in Tokio, Japan.

In the preparation of this work Dr. Murray has d
more extensively than usual upon the historical develo
tion in that State. This seemed the more desirable in t
colony, where the motives for educational progress we
in the characteristics of widely different primitive col
same reason it seemed desirable to include in the revie
elementary and public education as well as the institutio
and higher education.

Dr. Murray has added a chapter on the text-books f
New Jersey, a subject which has received comparativ
tion, in a bibliographical way, from the students of edu
He has secured chapters also from Dr. David Cole and I
Thompson, both of whom were active participants in
which led to reforms in public education in New Je
middle years of the century and whose contributions a
ered as original sources on the period of which they tre

The history of the various institutions for the high
been written by distinguished specialists whose names
nection with their respective contributions.

Very respectfully,

W. T. HARRIS, C

Hon. E. A. HITCHCOCK,
*Secretary of the Interior.*

schoolmaster was nearly always the minister's assistant, reading for him, leading the singing, visiting the sick, and in his absence taking the vacant place at the sacred desk. These customs were brought to America, and it may safely be said that as far as the early settlers on the Delaware had churches they had schools, and so far as they had ministers they had schoolmasters. The regular clergymen taught the children of their congregations to read, or saw that it was done, if for no other reason than to enable them to receive the required instruction in the catechism.[1] And so Pietersen, Evertsen, Hadde, Bengsten, and Springer, already mentioned as clerks, readers, and comforters of the sick, and no doubt others occupying a similar position, were in all probability schoolmasters. Pietersen we know was a schoolmaster, and the others named performed precisely the same official duties with respect to the church.

## II. THE NEW ENGLANDERS.

The first organized immigration of New Englanders into New Jersey took place in 1665, when a colony made up in Long Island settled what became the city of Elizabeth and the country surrounding. Nearly all the members of this colony were originally from New England, having settled temporarily in Long Island. Most of them were intimate friends and co-religionists, and carried with them into New Jersey the customs and institutions of their earlier home. A considerable portion of the colony also came with Governor Carteret from the island of Jersey, and were mostly of French origin. Their names differing from their pure English neighbors revealed the difference in their pedigree. This colony prospered from the very beginning. It was called Elizabethtown in honor of Lady Elizabeth Carteret, the wife of Sir George Carteret. Governor Philip Carteret himself became one of the regular burgesses, and established his capital in the new town. Several adjoining towns grew out of this prosperous venture, such as Rahway, Piscataway, Woodbridge, etc. There was, therefore, here a substantial element of New England stock, which gave a decided trend to the history of the State.

We have some memoranda concerning education at Woodbridge which Mr. Joseph W. Dally has gathered up for us in his history of the town (1873). The charter of Woodbridge (1669) mentions land to be set apart for education, viz, 100 acres, of which 88 acres were to be upland, and 12 acres swamp meadow. The town came near losing this valuable grant of land by the settlers occupying it, but, after a struggle, it was regained. The first teacher was James Fullerton. In 1689 the

[1] The following is a record, taken from the court at Upland, March 12, 167⅞, showing the existence of schools and teachers at that early date:

"Edward Draufton, Plt, Dunck Williams Deft. The Plt. demands of this Deft. 200 gilders for teaching this deft's children to read one yeare. The Co^rt haveing the debates of both parties as alsoe y^e attestation of y^e witnesses, Doe grant Judgment ag^st y^e def^t for 200 gilders w^th y^e costs."

It is not probable that Draufton had charge of a school; more likely he was one of a class of schoolmasters who taught the children of private persons in their own homes. He was to teach the children to read in the Bible; no other book is named.—Wickersham, p. 17.

town voted that he "shall be entertained in this town as schoolmaster, and be encouraged by such as see cause to employ him." He probably taught the school till 1691. John Browne, of Amboy, was the next teacher. "It [the town] passed (1694) by a vote that John Browne, of Amboy, should have twenty-four pounds a yeare allowed him for keeping a free school in this town this next yeare." Strawberry Hill schoolhouse was probably built in 1701. Before that time the school was kept in the church. In 1711 George Ewbanks began teaching.[1]

In 1666 another very important and influential immigration into New Jersey took place. The settlers came from Milford and Branford—towns in the colonies which now compose the State of Connecticut. They had become restive under the political disabilities with which they had been loaded in their old colonies. They sought for some home where liberty of conscience, as well as opportunities for successful wordly industry, might be open to them. They sent, therefore, messengers, first to the governor of the New Netherlands and afterwards to the governor of New Jersey, to ascertain on what terms they might obtain a suitable place of settlement. The time was only a little subsequent to the grant in 1664 by Charles II of England to his brother the Duke of York of the lands now embraced in the States of New York and New Jersey. The Duke of York had transferred to Lord John Berkeley and Sir George Carteret the New Jersey portion of this grant.

They, on acquiring title to this territory, for the purpose of attracting immigrants immediately issued a document entitled, "The Concessions and Agreement of the Lords Proprietors of Nova Cæsarea or New Jersey, to and with all and every of the Adventurers and all such as shall settle and plant there." This most important document guaranteed liberty of conscience to all settlers and the right to choose an assembly for the enactment of suitable laws. Besides this assembly chosen by the people, the administration was in the hands of a governor to be appointed by the lords proprietors and a council chosen by him. The governor first appointed was Philip Carteret, a relative of the proprietor, Sir George.

Negotiations were at once opened with the restive families at Milford. These ended in an agreement that a company should emigrate from Milford to a point on the Passaic River, where the city of Newark now stands. This point was occupied in May, 1666.

Another colony came almost immediately from Branford and Guilford, and settled in Newark alongside their old neighbors from Milford. A document representing the agreement between these two companies is still preserved in the town records of Newark. Of the forty-one signers of this agreement on behalf of the Milford settlers, only four

[1] Mr. Dally gives some instances of queer spelling in the old records of the town, thus: Vendue spelled "vandew;" disbursed, "disbusted" to him; lands held, "lands hell by them."

were unable to write their own names; and of the twenty-three Branford and Guilford signers, only one makes his mark. This trivial circumstance shows the general prevalence of education among these early New England settlers.

This agreement contains provisions that in this "town upon Passaick River, in the province of New Jersey," none shall be admitted freemen or free burgesses "but such planters as are members of some or other of the Congregational churches. Nor shall any but such be chosen to any magistracy, or to carry on any part of said civil judicature, or as deputies or assistants to have power to vote in establishing laws, and making or repealing them, or to any chief military trust or office. Nor shall any but such church members have any vote in any such election; though all others, admitted to be planters, have right to their proper inheritance, and do and shall enjoy all other civil liberties and privileges, according to all laws, orders, grants, which are or hereafter shall be made for this town." Such provisions must be interpreted as the mutual and voluntary agreement of men who had joined together in founding a town for themselves and for those who might voluntarily thereafter join themselves to them. These conditions were not, however, adapted to a large and general society free to all who might desire to enter. And so the original puritanical features of Newark's first constitution were gradually dropped and she became effectually liberalized.

It may well be supposed that a community so generally educated and so familiar with the advantages of education did not neglect to provide educational advantages for their children. Even without schools the children of every family, as had been the case in their old New England homes, would be taught reading, writing, and arithmetic. The church which they had brought with them laid upon all the parents the duty of teaching their children, so that they could read the Holy Scriptures and commit to memory the catechism.

In 1671 it is recorded that a pauper of the town was admitted a freeholder on condition that he learn to read and write, so that he shall be able to set his name to the fundamental agreement which all freemen were required to sign. And in 1676, only ten years after the first settlement, John Catlin was appointed a schoolmaster under a contract to "do his faithful, honest, and true endeavor to teach the children or servants of those as have subscribed, the reading and writing of English, and also arithmetick, if they desire it; as much as they are capable to learn and he capable to teach them, within the compass of this year."

### III. SCOTCH, SCOTCH-IRISH, AND ENGLISH SETTLERS.

A third important element in the early population of New Jersey were the immigrants from England, Scotland, and Ireland. These came in large numbers, especially from Scotland. Sir George Carteret, one

of the original grantees of the province, was himself a Scotchman, and used his utmost endeavors to induce a large immigration into his province.

In his discourse on Rev. Dr. Dickinson, the first president of the College of New Jersey, Professor Cameron says:

> Before the end of the seventeenth century 200,000 Scotch and Scotch-Irish had immigrated into this land. Three-fourths of those who formed our presbyteries in 1705 et seq. were from beyond the sea; about one-fourth from New England.

And again he very appropriately observes:

> The Scotch inherited their love of learning from the days of the Reformation; for their Book of Discipline adopted by their first general assembly at its meeting in 1561 stated, "That it was imperatively necessary that there should be a school in every parish for the instruction of youth in the principles of religion, grammar, and the Latin tongue." "And it was farther proposed that a college should be erected in every notable town, in which logic and rhetoric should be taught, along with the learned languages."

Richard S. Field, in an address printed in the Collections of the New Jersey Historical Society, says:

> There is no portion of our ancestors of whom we may feel more justly proud than of those who came hither from Scotland. They were for the most part of a class superior to the Dutch and English emigrants. Grahame, himself a Scotchman, and the author of by far the best colonial history of the United States, observes that, "a great many inhabitants of Scotland emigrated to East Jersey and enriched American society with a valuable accession of virtue refined by adversity and of piety invigorated by patriotism." Many of them were men of property, of family, and of education. The more wealthy were usually accompanied by a numerous retinue of servants and dependents.[1]

The same convictions about education were brought by the immigrants into the New World. They were not the ignorant and thriftless overflow of congested cities who sought new homes in New Jersey. They were the young, enterprising, intelligent, and God-fearing folk who went abroad to better their condition and secure for themselves a purer atmosphere of liberty. They took with them their religious institutions, since without these the New World would have been no home. Hence central New Jersey and parts of Pennsylvania became imbued with a large Presbyterian element.

Education was scarcely less essential to these hardy immigrants than religion. They followed the example of their native land and their native church in providing for the education of their children. Each family saw to it that the little ones were taught the rudiments of learning. Even without schools, and when the children were too young to be sent to school, they were taught by their mothers and older sisters to read and write. So that in such a community, where the adults were themselves intelligent and educated, it was impossible that the children should grow up ignorant. In all the church organizations it was the custom and the authorized method of administering the affairs of the congregation to have a school for the better training of the

[1] Collections of the New Jersey Historical Society, Vol. III, p. 86.

young. Of course the main end aimed at in all these church schools was to learn to read the Holy Scriptures and to be able to commit to memory the catechism of the church. The clergymen were often, in these early times, themselves the teachers in the schools connected with their churches. And for this purpose the Presbyterian clergymen of the central regions of New Jersey, being mostly from the best parts of Scotland and Ireland, were especially well adapted.

Occasionally we learn of some sentiments averse to the prevailing enlightenment and liberality in the colonies. But these sentiments were generally held, not by the actual colonists, but by some of the narrow and bigoted rulers who were sent over to them. Thus, in 1671, we have it on record that Sir William Berkeley, then governor of Virginia, wrote home:

> I thank God there are no free schools[1] and printing; and I hope we shall not have these in a hundred years.[2]

But this pious sentiment of the governor did not prevent the chartering in 1692—only twenty years thereafter—of William and Mary College at Williamsburg, which not only bears the names of the royal occupants of the throne, but which they endowed with land and revenue. And again, somewhat later, when Lord Cornbury was sent out as the governor of New Jersey, the elaborate instructions with which he was dispatched by Queen Anne contained the following passage:

> Forasmuch as great inconvenience may arise by the liberty of printing in our said province, you [the governor] are to provide by all necessary orders that no person keep any press for printing, nor that any book, pamphlet, or other matters whatsoever, be printed without your special leave and license first obtained.[3]

These obstacles to progress in the colony were, however, of indifferent effect and were soon swept away by the advancing waves of civilization and intelligence. The quality of the early settlers was too solid and substantial to be overthrown by such incidental circumstances.

### IV. THE FRIENDS IN WEST JERSEY.

The remaining important element in the early colonization of New Jersey was the Friends. The same movements which brought Quakers to Pennsylvania landed them in considerable numbers on the

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[1] It has been pointed out that by the term "free schools," as used in this passage, Sir William does not mean what we would mean by the same term; but probably such so-called public schools as Eton, Harrow, Rugby, Winchester, etc., in England.

[2] As cited by Dr. Cameron in his address on President Dickinson.

[3] One of Lord Cornbury's instructions was as follows: "And whereas we are willing to recommend unto the said company [the Royal African Company] that the said province may have a constant and sufficient supply of merchantable negroes at a moderate rate, in money or commodities, so you are to take special care that payment be duly made and within a competent time, acording to the agreement. * * * And you are to take care that there be no trading from our said province to any place in Africa within the charter of the Royal African Company otherwise than prescribed by an act of Parliament entitled 'An act to settle the trade of Africa.'"

opposite side of the Delaware River. Persecution drove them out of Massachusetts and made England and Scotland an uneasy home for them. They came, therefore, to provinces in the New World, where their personal rights would be respected and where their principles of toleration would have an opportunity to expand and develop themselves. To show in what numbers they came to America, it may be stated that in 1700 the Friends in England and Wales were estimated at 66,000; in 1760 the Friends in America numbered about 50,000.[1]

The first Quakers who settled in New Jersey appeared in Shrewsbury in 1670, where they held their first monthly meeting, and where a meeting house was built in 1672. A further advance in Quaker colonization took place in 1673, when Lord Berkeley sold to John Fenwick and Edward Byllinge, two English Quakers, the province of West New Jersey, which was divided from East New Jersey by a line starting from Little Egg Harbor and running to a specified point on the Delaware River. West New Jersey was divided between Fenwick, who had one-tenth, and Byllinge, who received the remaining nine-tenths. Finally Fenwick leased his tenth to Eldridge and Warner, and Byllinge assigned his nine-tenths to William Penn and his associates.

Fenwick sailed from London in 1675 with a small company of Quakers. They ascended the Delaware River and into a creek now called the Salem Creek. Here they formed a settlement, to which they gave the scriptural name of Salem. This was the first permanent settlement by Englishmen in West New Jersey. Some difficulties arose between Fenwick and the proprietors, and for a time much bad blood was manifested; but, finally Penn who was a man of peace and withal a man of enterprise, got his colony into a satisfactory condition.

The most noteworthy event in the settlement of West New Jersey by the Quakers was the publication by the proprietors of the conditions on which settlers would be received into the province. It is termed "The concessions and agreements of the proprietors, freeholders, and inhabitants of the province of West New Jersey, in America." This instrument was in advance of all other fundamental documents which had been evolved in the government of the New World. It will be found at large in Leaming and Spicer and deserves the study of every patriotic citizen.

It was published in 1676 and declared that no man had power over men's consciences in religious matters; that no person within the province shall ever be called into question as to his religious opinions; that every person shall be entitled to a trial by jury; that no person, except in criminal and treasonable cases, shall be arrested or imprisoned until a personal summons shall have been served upon him and time given him to answer; that no person shall be imprisoned for debt if he have not the means of paying; that all proceedings of courts shall be public; and, finally, that every person inhabiting this province shall be free

[1] The American Church History Series; Friends. Vol. XII.

from oppression and slavery. Then it was solemnly announced that the rights and privileges in this document granted were inalienable and unalterable. The executive authority was placed in the hands of commissioners, at first appointed by the proprietors, but afterwards to be elected by the inhabitants. These commissioners were to govern the province in accordance with the concessions and agreements.

The legislative authority of the province was placed in the hands of a general assembly, composed of members elected yearly by the people. Each member was to receive a shilling a day for his services. The fundamental law also provided that all lands taken for settlement must be bought from the Indians, and that in case any difficulty arose between white settlers and Indians the trial should be before a jury of six whites and six Indians. No power in this document was reserved for the proprietors, but the ultimate authority in all cases was committed to the people.

Under this liberal plan of settlement the immigration into West New Jersey proceeded apace. In 1677 a very considerable number—about 400—mostly Quakers, came over from England and settled on lands along the east bank of the Delaware. More followed in succeeding years, and the counties along the river rapidly filled up. No portion of the country prospered at this time more than the province of West New Jersey.[1] And the people were of the most industrious and intelligent description, and brought with them their attachment to their religion and the earnest wish to have their children educated. Hence, at every central town we find not only the Quaker meetinghouse, but the school attached to it, which was to them scarcely less important.

Thomas Budd was one of the most earnest and intelligent of the Quaker leaders. We have a book published by him in 1685 with the following title: "Good Order Established | in | Pennsylvania & New Jersey | in | America | Being a true Account of the Country; | With its Produce and Commodities there made | * * * | By Thomas Budd. | Printed in the Year 1685."

The following extract will show his advanced ideas on the subject of education:

1. Now, it might be well if a law were made by the governours and general assemblies of Pennsilvania and New Jersey, that all persons inhabiting the said Provinces to put their children seven years to the publick school, or longer, if the parents please.

2. That schools be provided in all towns and cities, and persons of known honesty, skill, and understanding be yearly chosen by the governour and general assembly, to teach and instruct boys and girls in all the most useful arts and sciences, that they in their useful capacities may be capable to read and to write true English and Latine and other useful speeches and languages, and fair writing, arithmetick, and

[1] Of the first Friends who came to Pennsylvania Proud says: "The generality of the early Quaker settlers were not ranked among the rich and great, yet many had valuable estates, were of good families and education, and mostly sober, industrious, and substantial people, of low or moderate fortunes, but of universal good reputation and character."—Wickersham, Education in Pennsylvania, p. 25.

book-keeping; and the boys to be taught and instructed in some mystery or trade, as the making of mathematical instruments, joynery, turnery, the making of clocks and watches, weaving, shoe making, or any other useful trade or mystery that the school is capable of teaching; and the girls to be taught and instructed in spinning of flax and wool, and knitting of gloves and stockings, sewing, and making of all sorts of needle-work, and the making of straw-work, as hats, baskets, etc., or any other useful art or mystery that the school is capable of teaching.

3. That the scholars be kept in the morning two hours at reading, writing, book-keeping, etc., and other two hours at the work in that art, mystery, or trade that he or she most delighteth in, and let them have two hours to dine and for recreation, and in the afternoon two hours at work at their several employments.

4. The seventh day of the week the scholars may come to the school only in the forenoon, and at a certain hour in the afternoon let a meeting be kept by the school-masters and their scholars, where, after good instruction and admonition is given by the masters to their scholars, and thanks returned to the Lord for his mercies and blessings that are daily received from him, then let a strict examination by the masters of the conversation of the scholars in the past week, and let reproof, admonition, and correction be given to the offenders according to the quantity and quality of their faults.

5. Let the like meetings be kept by the school-mistresses and the girls apart from the boys. By strictly observing this good order, our children will be hindered of running into that excess of riot and wickedness that youth is incident to, and they will be a comfort to their tender parents.

6. Let one thousand acres of land be given and laid out in a good place to every publick school that shall be set up, and the rent or income of it to go towards defraying the charge of the school.

7. And to the end that the children of the poor people and the children of the Indians may have the like good learning with the children of the rich people, let them be maintained free of charge to their parents, out of the profits of the school, arising by the work of the scholars, by which the poor and the Indians, as well as the rich, will have their children taught; and the remainder of the profits, if any be, to be disposed of in building of school-houses and improvements to the thousand acres of land which belongs to the school.

Not all of his book, of course, is taken up with matters concerning education. Here is a paragraph which deals with other interesting subjects:

Also in and near these marshes are small flies, called musketoes, which are troublesome to such people as are not used to them.

Two hundred years have not rendered them less troublesome. The author also notes that—

Fruits that grow natural in the countries are strawberries, cranberries, huccleberries, blackberries, medlers, grapes, plums, hickory nuts, walnuts, mulberries, chestnuts, harselnuts, etc.

The Colonial Records of Pennsylvania for 1683 contain the following, which shows something of the notions then current about education among the Quakers,[1] and will apply to West Jersey as well as Pennsylvania:

The governor and provcl. council having taken into their serious consideration the necessity there is of a school-master for ye instruction and sober education of youth in the towne of Philadelphia, sent for Enock Flower, an inhabitant of said

[1] The following quotation from William Penn on the subject of education shows the spirit and opinions of the Quaker settlers of America: "We are in pain to make them [the children] good scholars, but not men; to talk rather than to know, which

towne, who for twenty year past hath been experienced in that care and imploymt in England, to whom having communicated their minds, he embraced it on the following termes: To learne to read English, 4s. by ye quarter; to learn to read and write, 6s. by ye quarter; to learn to read, write, and cast accot, 8s. by ye quarter; for boarding a scholler, that is to say, dyet, washing, lodging, and schooling, tenn pounds for one whole year."[1]

At the session of the assembly of West New Jersey, held in September, 1682, it was enacted that—

for the encouraging learning for the better education of youth, the island called Matinicunk Island[2] is hereby given, and shall from henceforth forever hereafter be and remain to and for the use of the town of Burlington, * * * for the maintaining of a school for the education of youth within the said town and in the first and second tenths.[3]

This was the earliest grant of land in New Jersey for public education, and the revenues derived from it have been continuously devoted to the designated purpose to the present time.[4]

During the proprietary government schools were made the subject of legislation in East New Jersey in 1693 and 1695. The first of these laws, as given in Leaming and Spicer (p. 328), is entitled "An act for establishing schoolmasters within this province." It provides that—

the inhabitants of any town within this province shall and may, by warrant from a justice of the peace of that county, when they think fit and convenient, meet together and make choice of three [or] more men of the said town, to make a rate for the salary and maintaining of a schoolmaster within said town for so long as they think fit; and the consent and agreement of the major part of the inhabitants of said town shall bind and oblige the remaining part of the inhabitants of said town to satisfy and pay their shares and proportion of said rate, and in case of refusal or nonpayment, distress to be made upon the goods and chattels of such person or persons so refusing or not paying by the constable of the said town, by virtue of a warrant from a justice of the peace of that county, and the distress so taken to be sold at a public vendue, and the overplus, if any after payment of said rate and charges, to be returned to the owner.

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is true canting. The first thing obvious to children is what is sensible; and that we make no part of their rudiments. We press their memory too soon, and puzzle, strain, and load them with words and rules to know grammar and rhetoric and a strange tongue or two that it is ten to one may never be useful to them, leaving their natural genius to mechanical and physical and natural knowledge uncultivated and neglected."—From Commencement of Reflections and Maxims; cited in The Friend, IV, 191.

[1] Pennsylvania Colonial Records, Vol. I, p. 91.

[2] This island, known interchangeably as Matinicunk or Chygoes Island, is in the Delaware River, and contains about 300 acres. (Charles D. Deshler's MS., p. 57.)

[3] Leaming & Spicer, p. 455.

[4] The monthly meeting of Friends at London sent out in 1715 in their instructions the following recommendation: "The want of proper persons among Friends qualified for schoolmasters has been the occasion of great damage to the society in many places. We desire that Friends would in their Monthly Meetings assist young men of low circumstances, whose genius and conduct may be suitable for that office, with means requisite to obtain the proper qualifications; and when so qualified afford them the necessary encouragement for their support." (Cited in Wickersham's History of Education in Pennsylvania, p. 29.)

In the laws of 1695 is another act (Chapter V) amending that above given. The preamble recites the inconvenience caused by the distance of parts of the neighborhood, and then the act directs—

that three men be chosen yearly, and every year, in each respective town[1] in this province, to appoint and agree with a schoolmaster, and the three men so chosen shall have power to nominate and appoint the most convenient place or places where the school shall be kept from time to time, that, as near as may be, the whole inhabitants may have the benefit thereof.

[1] It is singular to observe that these first school laws were based on the township method of administration. The three committeemen were chosen for each town, and they were authorized to arrange for such schools as were required. After two hundred years of trials and experiments the State has come back to the township method of administering its schools.

## Chapter II.

### FROM THE CONSOLIDATION OF EAST AND WEST NEW JERSEY INTO A ROYAL COLONY TO THE ORGANIZATION OF A STATE.

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Neither East New Jersey nor West New Jersey was sufficiently extensive to remain long an independent and separate province. The proprietary body was not well fitted to undertake the political government of a territory. The proprietors chiefly resided in England and exercised their political authority through governors or lieutenant-governors who were sent over. It was impossible that such rulers could provide for their provinces the necessary protection against hostile Indians or against the jealousy and avarice of neighboring colonies. The proprietors, therefore, in 1702 voluntarily surrendered to the Crown the political powers which had been granted to them when the provinces were transferred to them by the Duke of York. They retained only the ownership of the land and trusted to the Crown for the continued possession of those civil and religious rights which they had guarded so jealously.

Lord Cornbury, a cousin of Queen Anne, was appointed in 1702 as the governor of New York and of the consolidated colony of New Jersey. Neither he nor the responsible ministry of Queen Anne at this time appreciated at their true value the circumstances of this colony, nor the principles of liberty and popular independence which had been, up to this time, their most striking characteristic. Cornbury was an illiberal representative of the British aristocracy, who had not only no admiration for the brave and resolute spirit of his own country, but who came to America with a determination to impose on the colonists the worst features of his home government.

The government of New Jersey, according to the plan initiated at the time of Cornbury's appointment, was vested in a governor, council, and a general assembly. The first two were appointed by the Crown; the members of the general assembly were elected by the people. The assembly was to meet alternately at Perth Amboy, in East New Jersey, and Burlington, in West New Jersey. The rights of the proprietors and of the inhabitants, and the policy toward the Indians, as they had been administered under the former divided system, were to be maintained. The assembly was authorized to enact all necessary laws, provided they did not conflict with the laws of England. Within three

months of the passage of any act it must be sent to England, and if disapproved it was of no effect.

Owing, however, to the base and arbitrary character of the governor, many collisions took place between him and the general assembly. The government at home grew tired of the complaints against him, and in 1708 he was recalled by the Queen, who declared that she "would not countenance her nearest relations in oppressing her people."

There is little of general interest concerning education during the incumbency of the immediate successors of Lord Cornbury. We have Mr. Whitehead's[1] authority for saying that during the seventy-five years of royal government, previous to the war of independence, there was almost no legislation in respect to education. This must not, however, be taken to mean that education in the colony had no history. In many of the thriving localities schools were maintained, and the instruction of the rising generation went on.

Thus, in 1765, in the minutes of St. Peter's Church at Perth Amboy, Rev. Mr. McKean, the rector, informed the vestry that a schoolhouse was an immediate necessity, as the barracks in which the school was then kept could not be had longer without hiring. In consequence a schoolhouse was built by subscription, in which, probably, Mr. McKean was himself the schoolmaster. In 1768 a schoolhouse was hired for £7 per annum, in which Mr. McNaughton taught till 1770.

Mr. Whitehead quotes[2] in a note from a letter by Mr. William Dunlap:

> I was sent to learn my letters, while yet in petticoats, to Mrs. Randall, who had a swarm of such manikins about her, in a house in a street leading to the barracks [Smith street]. From this nursery school I was transferred to Master McNaughton, a black-looking Irishman, who had his school in a wooden building near the gully which divides the church green from the buildings north of it. When the hour for "school going in" arrived he used to appear at the door and beckon us to leave our sport on the church green and come to the dominion of his strap and ferule.

In 1773 there were new movements in Perth Amboy for a school. A committee was appointed to solicit subscriptions. The sum of £4 subscribed would entitle the subscriber to have one scholar in the school. The rich and liberal were invited to subscribe larger sums in order to help their poorer neighbors. The sum paid the schoolmaster was £100 per annum. One of the chief difficulties in all such cases lay in obtaining suitable teachers. They were mainly Irish or Scotch adventurers who came over to find some new career, and they usually were, to a degree, drinking men, who had outlived their usefulness and the patience of their friends at home.

We extract a part of the description by the late Governor Peter D. Vroom, as given in the Centennial History of Somerset County, N. J., by Abraham Messler, D. D. (1878). It refers to an old schoolhouse,

[1] Contributions to East Jersey History. By W. A. Whitehead, p. 290.
[2] Ibid., p. 292.

built in 1795, situated near Somerville, which antedated all the village schools that sprang up after the Revolution:

John Warburton, better known as Master Warburton, presided in the school. He was an Englishman by birth, and was supposed to have been attached to the British army in the war of the Revolution, and to have remained here after the close of the war. * * * Master Warburton was not a mere pretender. What he taught was thoroughly taught, and he made no pretensions of teaching what he did not know. The English Primer, Dilworth's Spelling Book and Arithmetic, the New Testament, and then the Bible, were all the books known in the school. * * * Mr. Warburton's great points were order and method. He allowed no slovenliness in his school. Exact himself in all that he did, he required exactness in his scholars. The writing books and ciphering books of the children were all patterns of neatness; every line was fixed by scale and dividers, and every figure had its proper place. In this quiet way he made the children proud of themselves and of their work. * * * It was the custom in early days for country teachers to board alternately, week by week, among their employers, thus lessening the expense of education by giving free board. The practice of Mr. Warburton in regard to this was peculiar. He lived altogether in the schoolhouse. It was his abode by night and by day, but he was supplied with food by the employers, and after this fashion: Each employer furnished him provisions for a week. On every Sunday morning he would repair before breakfast, in his best attire, which was very plain and neat, to the house of the person who was to supply him for the week, carrying with him a small-sized wicker basket and a handsome glass bottle that would hold about a quart. He would breakfast with the family, and as his coming was known, parents and children were careful to receive him very kindly. It was quite an event. After breakfast his basket would be filled with the best the house could afford, suitable for his comfort, and his bottle filled with rich milk. After a little conversation he would take his leave and retire to his quiet home. The next morning a fresh bottle of milk would be carried to him by the children; and so he would be supplied daily with all he desired, and much more, both meat and drink. His favorite diet was milk and brown bread.

In the Rules of Discipline of the Yearly Meeting of Friends for Pennsylvania, New Jersey, Delaware, and the Eastern Parts of Maryland are to be found directions concerning education which were issued in 1746 to 1787. We give some extracts, which serve to show the care which was exercised by the Friends concerning the education of their children:

*Schools.*—The education of our youth in piety and virtue, and giving them useful learning under the tuition of religious, prudent persons, having for a great number of years enjoyed the solid attention of this meeting, advices thereon have from time to time been issued to the several subordinate meetings. It is renewedly desired that quarterly, monthly, and preparative meetings may be excited to proper exertions for the institution and support of schools, there being but little doubt that as Friends are united and cherish a disposition of liberality for the assistance of each other in this important work, they will be enabled to make such provision for the accommodation and residence of a teacher with a family as would be an encouragement to well-qualified persons to engage in this arduous employment. * * *

It is therefore proposed: (1) That a lot of ground be provided in each monthly or preparative meeting, sufficient for a garden, orchard, grass for a cow, etc., and a suitable house erected thereon. (2) That funds be raised by contribution, bequests, etc., in each meeting; the interest of which to be applied either in aid of the tutor's salary or lessening the expenses of Friends in straitened circumstances, in the education of their children. (3) That a committee be appointed in each monthly or preparative meeting to have the care of schools and the funds for their support, and that no tutor be employed but with their consent.

We have already noted that in the original charter of Woodbridge Township a section of land 100 acres in extent was set apart and designated as school land, and the revenue therefrom forever appropriated for the support of a free school in the town. In 1769, one hundred years after the original charter, King George III executed a new charter incorporating a board of trustees for the management of said land,[1] and securing the same for its original purpose.

### ESTABLISHMENT OF PRINCETON COLLEGE.

The principal event in the history of education before the revolution was the founding of the College of New Jersey. The influences which led to it grew out of the primitive institution called the "Log College." This was situated at Neshaminy, in Pennsylvania, about 20 miles from Philadelphia. William Tennant, sr., was the founder. He had emigrated from Ireland to America after he had taken orders in the Episcopal Church. He became a Presbyterian and was admitted to the synod of Philadelphia. He became a pastor at Neshaminy in 1726. For the education of his own sons and others he built a little building for a school or academy. Here the great evangelist Whitefield visited him in 1739. His two celebrated and talented sons, Gilbert Tennant and William Tennant, jr., were educated at this so-called Log College. The opposition which was made to the admission of these young men to the privileges of the Presbyterian ministry, without a regular education at some incorporated institution of learning, was one of the leading causes which led to the incorporation of the college now situated at Princeton.[2] In common with all the early colleges, the object of this one was to raise up an educated ministry. As early as 1739, there was a proposal to establish a school under the care of the synod of Philadelphia, and a commission was sent to England to promote the measure. With this same design, in 1774 a school for gratuitous instruction in languages, philosophy, and divinity was begun in the State of Delaware.[3]

The first beginning of the College of New Jersey was the classical school which Dr. Jonathan Dickinson had maintained at Elizabethtown for some years in connection with his pastorate. For the purpose of turning this school into a college, application[4] was made in 1745 to Governor Morris by Messrs. Dickinson, Pierson, Pemberton, Burr, and others of the presbytery of New York. The application was, however, refused. Governor Morris having died in 1746, the application was renewed to John Hamilton, acting governor, who granted it October 22, 1746. Dr. Dickinson was appointed president and the college was opened in May, 1747, with eight students. President

[1] The school lands were located near Uniontown, and are now leased by the school trustees as a poor farm.

[2] See "The Log College," by Rev. A. Alexander, D. D.

[3] See Dr. Cameron's Discourse on Dr. Dickinson.

[4] W. R. Weeks, in the N. Y. Tribune, March, 1895.

Dickinson, however, died in the following October and the college was temporarily suspended.

The students were removed to Newark and put under the care of Rev. Aaron Burr, the pastor of the Presbyterian Church, who also had established a classical school in connection with his church.

Governor Belcher began his administration in 1747, and at once took a great interest in the project of the new college. In September, 1747, he writes to Rev. Mr. Bradbury saying, among other things, that he was pushing forward the building of a college, as he found the people "unlearned and impolite."[1] And the next day he writes to the commissioners of the West Jersey Society: "The people of the province are in a poor situation for educating their children." The project of starting a college had been initiated before his arrival, but where it should be placed was a matter of dispute between gentlemen of east and west Jersey. He had got them to agree upon Princeton.

Again, in October, 1747, Governor Belcher writes to Dr. Jonathan Dickinson (he died shortly afterwards) that the assembly was to meet at Burlington on the 17th. He suggests that Mr. Pemberton (one of the charter trustees) come with him to the meeting, and that they have something to say for the benefit of the embryo college, "as a lottery or something else." And, finally, we find the governor writing to his friend, Mr. Dinwiddie, of Glasgow, December 24, 1750, asking, as a particular favor toward the infant college, that its president, Rev. Aaron Burr, of Newark, have the degree of doctor of divinity conferred upon him by some university of the Old World.

The enthusiatic governor was not quite satisfied with the charter obtained for the college in 1746, so he himself prepared another on a more liberal basis, which was formally issued in September, 1748. At a meeting of the trustees held shortly afterwards, Rev. Aaron Burr was chosen president. The college continued to be conducted in Newark until 1756. Then, as the result of the liberality of the people of Princeton, the college was removed and permanently established in its present situation.

The college suffered an irreparable misfortune in the death of President Burr[2] in 1757. He had been a most faithful pastor and president. The historian of Princeton[3] College can not fail to render to this good and accomplished man much of the credit for the successful launching upon the world of this great and useful institution of learning.

A little later than the founding of the College of New Jersey a charter was granted, in 1766, by Governor Franklin to certain incorporated trustees of Queen's College. This charter was never put on file, and

[1] Index to N. J. Col. Documents, Belcher Papers, p. 208. The other letters here referred to are also to be found in the Belcher Papers.

[2] President Burr was the father of the still more famous Aaron Burr, who was born at Newark in 1756.

[3] A history of the College of New Jersey, prepared by Prof. John De Witt, D. D., will be found on a subsequent page.

no copy of it is known to exist. But that it was granted is evident from the publication of an advertisement in two successive numbers of the New York Mercury for a meeting of the trustees under this charter. No measures seem to have been taken by this board toward the founding of a college. An amended charter was granted in 1770 by Governor Franklin, that under which it (Rutgers) still continues. This college[1] was founded by the Dutch inhabitants of New York and New Jersey, and was located at New Brunswick, N. J.

The disturbed condition of the country during the war of independence interfered with the exercises of the college, and it was not till after the close of the war that arrangements were made for the regular prosecution of the studies in the college. At last it was organized for instruction, in connection with a theological seminary of the Reformed Dutch Church. Rev. John H. Livingston, D. D., was the professor of divinity in this seminary,[2] and at the same time president of the college.

The stirring times that preceded the Revolution and that attended it left no time for considering the peaceful matters of education. New Jersey was largely a battlefield during much of that trying period. Mothers were the instructors of their children during the campaigns in which husbands and sons were patriotically engaged. Neither local nor general movements respecting education can be traced, and most of the institutions of higher education which had been founded before this time were closed and scattered by the rough necessities of war.

Before closing this chapter we desire to refer briefly to a peculiar feature of higher education at this time. This was the resort to lotteries for the endowment of colleges and academies. These baneful agencies were brought to us from England, where they had flourished from 1569. They had taken a firm hold upon the new communities throughout all the colonies, and they continued down well into the present century before they were stifled by public opinion and eradicated by law. Lotteries were resorted to for almost all kinds of public expenditures, such as building bridges, erecting jails and court-houses, building and repairing academy and college buildings, and aiding churches in the erection of edifices and in the payment of debts. The early colleges in this and adjoining States all had resort to this questionable agency.

When Princeton College[3] during its sojourn in Newark was struggling through its early trials, President Burr purchased a lottery ticket which drew a prize of £200. It is amusing to learn that this piece of

[1] Rev. Dr. D. D. Demarest, who served as the secretary of the board of trustees of Rutgers College from 1866 to the time of his death in 1898, has written for this work a sketch of the college, which will be found in a succeeding chapter.

[2] A sketch of this first theological seminary in the United States has been written for this work by Rev. E. T. Corwin, D. D., and will be found on a subsequent page.

[3] These instances of Princeton College dealing in lotteries are taken from an article in the Sunday Call, of Newark, November 11, 1894, by William R. Weeks, esq.

good luck greatly exhilarated the president, and that his spirits, which had been before low, were greatly refreshed.

In 1750 we read in the Pennsylvania Journal an advertisement of a

"scheme for a lottery to be set up for the benefit of the New Jersey College, to consist of 8,000 tickets of 30s. each, or £12,000. The managers 'hope those who wish well to the education of the rising generation will encourage the design, which is to furnish the youth with all useful learning, and at the same time to instill into their minds the principles of morality and piety.'"

As Mr. Weeks remarks, the general assembly had already, in 1748, forbidden lotteries in New Jersey, and therefore this very lottery which was to instill into the minds of the youth the principles of morality and piety, had to be drawn in a neighboring province. Three years later, in 1753, the College of New Jersey was concerned in another lottery, which for the same reason could not be held in New Jersey, but was to be drawn in Connecticut. In 1762 the assembly, by special act, authorized the College of New Jersey "to raise by a lottery a sum of money for the use of said college," the amount not to exceed £3,000. This lottery was drawn accordingly, and it is hoped that the full amount sought for was secured. In 1772 Dr. Witherspoon himself and another trustee were concerned for the college in a lottery drawn at Newcastle, Del. In 1761 a lottery was authorized and drawn for the benefit of St. Peter's Church, at Perth Amboy, for the purpose of repairing the church and schoolhouse and ferry house. In the same year a lottery was authorized for St. Mary's Church, at Burlington, for the purpose of repairing the church, parsonage, and burying ground.

After the war for independence was over the rage for lotteries broke out afresh, and the legislature authorized many schemes for various educational and religious purposes. Thus in 1786 the Presbyterian churches at Elizabethtown and New Brunswick held lotteries, of which the highest prize was $2,500 and the lowest was $20. It is said that the church at New Brunswick received about $3,350.

In 1791 the First Presbyterian Church at Newton was favored with a lottery. In 1793 the Presbyterian churches at Bridgeton and at Middletown Point and the Baptist Church at Piscataway were each allowed by the legislature to raise money by the means of lotteries. In the same year the trustees of the Newark Academy, which had been chartered in 1792, were authorized to hold a lottery to net the academy the sum of $4,000. The newly chartered academy was really the successor of a preceding corporation whose building had been destroyed by the British in the Revolutionary war. It was for this reason that the trustees pleaded for the privilege of making up their loss. Several drawings were held, but it is not known whether the stipulated sum was obtained.

It is said also that early in the present century the trustees of the College of New Jersey applied to the legislature for leave to hold another lottery for its benefit; but the permission was not granted.

In the year 1812 a lottery was authorized for the benefit of Queen's College. The affair seems to have been badly managed, however, because after the expenses and prizes were paid nothing remained for the college. Under these circumstances the trustees appealed again, in 1822, to the legislature for the privilege of erecting a new lottery, setting forth the fact that the college had not in the previous drawing netted anything. The lottery was authorized accordingly, and the privileges of the law were transferred to Messrs. Yates and McIntyre, who undertook to manage the affair and pay over to the college the profits. It is believed that the college realized about $20,000 from this venture.

## Chapter III.

### MOVEMENTS IN BEHALF OF PUBLIC EDUCATION.

With the establishment of peace in 1783 New Jersey, as well as the other States of the Union, entered upon a career of great prosperity and of enlightened activity. Everywhere it was recognized that education was the necessary condition of successful self-government. Both the State and the local governments turned eagerly to the work of providing suitable schools and schoolhouses for the rising generation. It was at this early period that the State legislature began to lay plans for creating a public fund for the support of free schools. Many of the local academies came into existence about this time and contributed not a little to the intellectual progress of the State. In 1816 the State legislature directed that $15,000 be set aside and invested as a permanent fund, and in the two following years it added to the amount, so that it was increased to $113,238.78. In 1824 it was provided that one-tenth of all the State tax should every year be added to the school fund. The citizens of any township were authorized by a law of 1820 to raise money by taxation to provide for the education of poor children, and in 1828 they were authorized in their discretion to raise money for the erection and repair of schoolhouses. In the meantime the interest of intelligent and patriotic minds was becoming aroused in reference to the necessity of some general system of education for the State. This movement was the reflex of the action which was being taken in many of the surrounding States[1]—in New York, in Pennsylvania, and in almost all the States of New England.

[1] Dr. Parmley, in an address at the laying of the corner stone of a new building at the Peddie Institute, gives an anecdote of a New England clergyman traveling, about the year 1820. On the way he encountered a widow with her two sons. He took some interest in the boys, and asked the lady which way she was traveling. She told him she was going to eastern New Jersey to settle. He exclaimed, "Why do you go there; do you not know that there are no good schools there? There are no good school-teachers and most of them are immoral."

I think this opinion of the clergman is an expression of the prejudice which commonly prevailed in New England against New Jersey. Mr. Deshler declares that the prejudice is unfounded. He says he has examined the lists of the claims of citizens of Middlesex County for the destruction of property by the British in the Revolutionary war. About 600 persons gave receipts for amounts received by them. Of this number not over sixteen were unable to sign their name and were obliged to make their mark. It is certain at that time the want of education was not conspicuous in New Jersey.

In Volume III of Barnard's Journal of Education we find a queen's esting letter from Nathan Hedges, esq., giving his recollections of the schools of the early years of the present century. He says that the beginning of the century Morristown was distinguished for its educational advantages. There flourished at that time two academies in the village, having a reputation which brought them patronage from New York, Virginia, South Carolina, and Georgia. There was a country school near at hand, which was taught from 1799 to 1806 by a cruel old man, nicknamed "Clubber Blair." The schoolhouse was of logs, and 16 feet square. There was a rough desk, which was attached to the wall on one side, as a place for the older pupils to write. The younger pupils were seated on rough slab benches. At one end of the room was a large fireplace, which was supposed to heat the room sufficiently even in the coldest weather. The books made use of were Dilworth's Spelling Book and the New Testament. Mr. Hedges says he does not remember the use of any arithmetic in this country school. Geography and English grammar were not thought of; to spell, write, read, and work the four ground rules of arithmetic were the only things ever taught in these common schools. Mr. Hedges says:

> The cruel master would give me an example of multiplying four figures by four figures, and because I could not do it he would beat my bare feet with a hickory stick. He furnished us no help, but relied on severity to make us accomplish the tasks set us; and of this severity we were expected never to complain. The teaching was of the poorest; the only object of these wretched teachers was to get their scanty wages during the three to six months that they were employed.

In 1807 Mr. Hedges became a pupil in the new Warren Academy in the village of Morristown, under James Stevenson, a Scotchman, who was a kind, good teacher. Writing was here well taught by an accomplished master.

> In arithmetick we had Dilworth for our text-book, and the extent to which it was carried was the rule of three. Decimal currency, although now the currency of the country, was not taught. Reading was taught mechanically, Bingham's American Preceptor and Scott's Lessons being the principal reading books. English grammar was poorly taught. We merely committed the rules of grammar to memory, but did not learn to analyze or parse. Murray's Abridgement of English Grammar was the text-book, and we learned less in six months than now in a week. Geography was not taught, and there was in the school neither book, map, or globe. History, geometry, and higher mathematics were equally neglected.

In 1809 Mr. Hedges was promoted to the classical department and commenced the study of Latin. This language was studied, mainly, memoriter. Further study of English was pursued; Guthrie's New System of Modern Geography was used; there was a map of Europe on the wall, but neither it nor the terrestrial globe was more than an ornament.

Mr. Hedges gives some account of another academy in Morristown of which at first in 1799 Rev. Samuel Whelpley, of Lenox, Mass., was principal. In 1811 his son, Rev. William A. Whelpley, a graduate of Yale College, became principal. He was an excellent scholar and a good

**1795**

LOG SCHOOL HOUSE.

From the centennial chart of the New York Department of Public Instruction, 1895.

teacher. Mr. Hedges entered this academy in 1810. There were three departments: Juvenile, English, and Classical. There were sixty students in the classical department, almost all boarders from New York and the Southern States. The classical instruction was excellent. In English reading forty or more stood up in a class and read, each in succession, a sentence or two from Murray's sequel to his English Reader. English grammar was not taught. Mathematics and geography were very little cultivated. The blackboard which is now so essential to the equipment of a schoolroom, was utterly unknown.[1]

The circumstances in which modern schools so far surpass those of half a century ago are text-books, school apparatus, paper, etc. The teachers of that early day were very frequently foreigners, and too often intemperate. They had left their native lands because they had tired out the patience and benevolence of friends at home, and came to a new country to find for themselves a new career.

It will be profitable, I am sure, at this point to dwell upon the character and methods of the schools as they existed in the early part of the present century.[2] I have at hand extensive notes taken from the manuscript of Hon. C. D. Deshler, whose recollection goes back to the schools he attended in New Brunswick as early as 1826. He kindly permits me to use what may suit my purpose from his interesting and valuable reminiscences.

Mr. Deshler's recollections go back to 1826, when he was 7 years old. He remembers being taught to read from Mrs. Barbauld's Popular Les-

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[1] Mahlon Johnson, who died in 1857 at 80 years of age describes the early schools in Morris County: "The school building was constructed of logs, and instead of glass for windows, sheepskins were stretched over apertures made by sawing off an occasional log. These windows had one virtue—they were an effectual screen to prevent pupils from being interrupted in their exercises by what was going on outside. The time was regulated by an hourglass; and the pupils drank water from a tumbler made of cow's horn, or from a ground shell. Arithmetic was not taught in classes, but pupils ciphered each on his own account when he was not engaged in reading, spelling, or writing. These latter branches were taught in classes. A chalk line or a crack in the floor was the mark they were required to toe. The common school was hardly a school in those days, unless the whack of the ruler or the whistle of the whip was heard."

[2] It may be a matter of some interest to see how the schools of the first part of the century were classified. Mr. Dunshee, in his history of the Collegiate Church School (p. 71), gives the division and studies of the school in 1810, which during the preceding year had been rearranged according to the Lancasterian system.

*In sand.*—First class: A B C and figures. Second class: Monosyllables. Third class: Words of two syllables and writing the same on slate.

*On slate.*—Fourth class: Words of more than two syllables and irregular words. Fifth class: Reading in Child's Instructor and Catechism. Sixth class: Reading in New Testament History and Heidelberg Catechism.

Seventh class: Reading in Old Testament, Murray's Grammar, and penmanship.

All to study arithmetic at the discretion of the teacher.

In 1818 the hours of the school were fixed from 9 to 3 o'clock from 15th of November to 15th of March, and in 1820 the hours were fixed from 9 to 3 o'clock throughout the year.

sons, and how he was an insatiable reader even at that early age. He speaks of Mr. White, a teacher who was a skillful mathematician and a sharp disciplinarian, using the strap and the ferule. He was an Irishman and often drank to excess. In 1827 Mr. Deshler was enrolled in the school of Mr. Spalding, of whom he speaks as follows:

Mr. Spalding was a man of fair complexion, rather below the medium height, well proportioned, muscular, virile, energetic, and full of spirit and vivacity. There were several boys in the school who were as large as he, but there was not one among them who ever manifested a disposition to measure his strength or will with him. He was a strict disciplinarian; at my first coming to his school he used the ferule or the rod, but always in moderation, and at length entirely discarded them. I recall one memorable occasion before he had banished flogging from his school when one of the largest boys had disgraced himself several times by grossly neglecting his studies, "playing hookey," and general misconduct. Mr. Spalding thought he was too large to be flogged before the school and took him upstairs to the lumber loft where the inkstands, etc., were stored and gave him a good hiding with only those silent and unobserving witnesses. Flogging, however, seemed to do the young rascal no good, and Mr. Spalding told him so in the presence of all the school, adding that he was ashamed to flog so big a boy. He was almost a man, said Mr. Spalding, and should begin to think and act as a man. Hereafter he should not be flogged, but if he continued his misconduct he should be turned out of school.

This came to the ears of the father, an excellent but stern and determined man, and the next day he abruptly entered the school at the morning session and walking across the room to Mr. Spalding's desk, after shaking hands with him, addressed him in tones impressively audible to us all, substantially as follows: "Mr. Spalding, I hear my son Dave" (so we will call him for convenience' sake) "has been disgracing me and himself by his misconduct, and that you have told him you are ashamed any longer to flog so large a boy, and if his conduct is persisted in you will turn him out of school. Now, Mr. Spalding, I don't want Dave to be turned out of school, but I do want you to keep him on and see if you can't make a man of him. I understand why you are ashamed to flog him any more and I respect your feelings; but, sir, I, as his father, though as much ashamed as you are to flog him, now that he is almost a man grown, have made up my mind what is my duty as long as he eats my bread and butter and wastes my money by his idleness. I shall not ask you to flog Dave; I'll do it myself, whenever he needs it."

Here the speaker paused, drew from under his greatcoat a huge rawhide, which he flourished as if he meant business, and then resumed: "Does he deserve a flogging this morning, Mr. Spalding?" "No," was the quick reply, "David has done nothing amiss this morning, Mr. ———." "Very well," said Mr. ———, "I will leave my cowskin here in your care, and when the time of need comes you will please send for me. Only, if you do send for me, Mr. Spalding, Dave" (here the speaker glared upon the culprit) "will have occasion to remember it as long as he lives."

Whereupon Mr. ——— handed the eloquent rawhide to Mr. Spalding, bade him "good morning," and strode out of the room amid the breathless silence of all the boys, whose eyes, as the door closed, turned with one accord upon the now abject Dave. Mr. Spalding then quietly deposited the rawhide in his desk, locked it, and resumed his duties as serenely as if nothing unusual had happened.

It is a satisfaction to say that Mr. ——— never had occasion to use this particular "cowskin" on Dave, who, from that day forward, became commendably diligent and gave up "playing hookey." I have always had a shrewd suspicion since I came to years of discretion that the little drama I have depicted had been carefully rehearsed beforehand by Mr. ——— and Mr. Spalding, who, I have no doubt, often chuckled together over the success that attended their bit of acting.

Mr. Spalding was a man of large and varied reading and a good scholar. He excelled in grammar, elocution, and mathematics. Among the text-books which he used were Morse's and Woodbridge's geographies, Daboll's Arithmetic, together with several books in surveying and the higher mathematics, Lindley Murray's (afterwards superseded by Kirkham's) English Grammar, Walker's Dictionary, Burhan's Nomenclature, the English Reader, the American Preceptor, Popular Lessons, Jack Halyard, Goldsmith's Polite Learning, Locke's Essay, Hume's England, and Marshall's Washington. And among the equipments of the schoolroom were a large blackboard, terrestrial and celestial globes and maps, an orrery, a square, compass, and dividers, and an assortment of handsomely engraved copy heads in fine and coarse script, in the old-fashioned, symmetrical round hand.

* * * Reading aloud was regarded by him (Mr. Spalding) as one of the most important exercises of the school, inasmuch as he considered it one of the most indispensable accomplishments of a gentleman or gentlewoman; and it was conducted in this wise: The reading book was the old "English Reader," an admirable body of selections of sterling pieces from standard writers and speakers, including essays, orations, narrative and descriptive passages, excerpts from poems, dramas, etc., each of which was punctuated with accentuation marks which the pupil was obliged to observe as sedulously as he observed the usual more familiar punctuation points. The preparation for reading aloud from this book, therefore, involved much previous study and practice. When the hour of the exercise arrived, all the pupils who could read fluently, without regard to age or divisions of classes, never less than forty or fifty, ranged themselves in the form of a horseshoe in front of Mr. Spalding's platform. The pupil at the head of the class began the exercise. If he read his allotted portion without mistake or error, the next took up the burden, and the next, and so on until each had read his share. But if, while any pupil was reading, some other pupil below him in the class cried out "challenge," he stopped. Mr. Spalding would ask, "What is the challenge?" The challenger would reply, designating the error of accent, emphasis, inflection, modulation, articulation, pronunciation, or whatever mistake it might be, which he thought had been committed. If the challenger made out a case which Mr. Spalding considered valid, he bowed his head in assent, whereupon the challenger and challenged exchanged places. It might be, as I have often seen, a little fellow of 8 or 10, low down in the class, displacing a big fellow of 16 or 18, high up or at the head. If his successful challenge took a boy to the head of the class, it was then the duty of the new head boy to fight for possession by at once reading the next portion; and if his reading passed without a successful challenge, he was recognized as the "head" till he could be displaced in the regular way. If it happened that a reader made any mistakes which passed undetected and unchallenged by his fellows, at the close of the exercise Mr. Spalding pointed them out, fixed the attention of the class upon them, and supplied the proper corrections. * * *

Another of Mr. Spalding's methods is equally worthy of description and imitation. This was the "dictation exercise" to which the afternoon of each Wednesday was appropriated, and in which every scholar participated and was required to be tolerably proficient before being allowed to write original compositions. The manner of the exercise was as follows: The whole school in both departments was thrown into one room by opening the sliding doors which separated them. Then the pupil, whether boy or girl, who had maintained the highest standing in the reading class during the previous week would take a stand on a movable platform on one side of the space between the two departments, the position being sideways and in full view of every scholar in the entire school. At the same time, the rest of the school seated at their desks got in readiness their slates and a supply of well-sharpened slate pencils.

When all were ready, at the tap of Mr. Spalding's bell, the reader—for such was the office of the scholar stationed in the center of the school—began to read a selection from some book, previously selected by Mr. Spalding. Among the books which

at his expense, but, so far from being diverting to himself, became intolerably irksome long before the expiration of the allotted time.

Again if, when Mr. Spalding's back were turned, a boy yielded to the temptation to lean across his desk and tweak the hair or twitch the coat of the fellow in front of him, and was detected in the act by Mr. Spalding, he would be ordered to keep the exact position in which he was caught for five or ten minutes, till he became stiff, wearied, penitent, and in an agony of mortification at the ill-suppressed titterings of his schoolmates.

Mr. Spalding's rewards were equally as salutary and effective as his punishments. He never gave medals or prizes of any kind to his boys, but signified his approbation by a pronounced deference of manner and a degree of consideration and trust which was more highly valued than medals or prizes could possibly have been. He appealed to our sense of honor and right, quickened our ideals of what was manly and gentlemanlike, roused in us a desire to excel, planted in our minds the seeds of thoughtfulness, application, industry, and honorable emulation.

* * * On one occasion, which will ever be marked in my memory as a "white day," the first snow of the winter had set in. The air was alive with the quick-falling, noiseless, beautiful flakes, just moist enough to "pack" most suggestively. The school gradually grew restless, eyes wandered from books and slates and glanced out of the window with longing and anticipation. But not a word of censure or rebuke came from Mr. Spalding. Instead, as soon as a pause came in the exercises, he tapped the bell, and to the infinite satisfaction of all announced that there would be an intermission of ten minutes for snowballing in the school yard, whither he preceded us and joined us in the merry sport as lustily as any boy among us, and from whence we returned rosy, hilarious, and ready to go to work with all our might. * * *

The following examples of school bills are selected from a number in the possession of Mr. Deshler:

| | |
|---|---|
| Judge Patterson, Dr., to Master Willie's tuition for one quarter up the 3d instant | £1:5:0 pd. |
| Admission | 1:0:0 pd. |
| Cicero | 0:18:0 |
| | 3:3:0 |

New Brunswick, 15th Augt, 1796, received the above.

BENJ^n LINDSAY.

| | |
|---|---|
| W^m Patterson, esqr., Dr. | |
| To account rendered Octb. 22 | £1:5:4 |
| To one quarter tuition for Wm | 1:5:0 |
| To wood | 0:1:0 |
| | 2:11:4 |

Received payment in full Jan. 22, 1796.

JN^o THOMPSON, Jun^r.

| | |
|---|---|
| 1¼ cord of wood from Neilson's dock. | |
| 3¼ cords of wood from Capt. Gibb's dock in one parcel. | |
| 4½ cords at 25/6 | £5:14:9 |
| ½ of a cord, Louisa End Gibb's Dock. | |
| ½ of a cord, brot. from French's woods. | |
| ⅓ a cord at 25/6 | 17:0 |
| | 6:11:9 |
| Money paid | 7:0:0 |
| | 6:11:9 |
| Balance (returned) | 8:3 |

Recd. from William Patterson, esq., payment for the above wood, New Brunswick, Jan. 30, 1784.

JOHN THOMPSON.

I have before me a pamphlet containing a lecture by Prof. John Maclean (afterwards president), of Princeton College, delivered January 23, 1828, on "A common-school system for New Jersey." There was, as he states, at this time much discussion about public education, and Professor Maclean sets forth a scheme for the best administration of the State resources for public education. The lecture explains in the clearest manner the advantages of, and necessity for, a system of common schools. It then gives in detail the sources from which the State could obtain an income which might be appropriated among all the townships and then paid out pro rata to the several school districts on condition that such districts should raise a sum twice as great.

He proposes that the State aid be distributed among the counties, not in proportion to population nor taxation, but in proportion to area, so that counties needing most aid may receive it. He proposes a kind of rotary school, where the same teacher shall teach so many weeks in one school, so many weeks in another, and then so many weeks in a third. The law should allow a district to have more school weeks in the year, provided that the inhabitants are willing to pay therefor.

He recommends the appointment of a State board of education, which shall choose a State superintendent of schools, and which also shall select for each county an examining board to examine and license the teachers employed therein. He points out how the State can promote the improvement of education, as for instance, by making provision for the education of teachers.[1] This lecture, together with many other public expressions of leading men, produced a great effect on the legislature.

A temporary movement in behalf of popular education occurred about this time. It took its rise from the efforts of Joseph Lancaster, an Englishman who came to America in 1818. The founder of the system which has been called the monitorial system, the Madras system, or the Lancaster system, was Rev. Andrew Bell, D. D., who as chaplain was called upon to devise schools for the children of civilians and soldiers in India. He found it impossible to obtain teachers for his schools, and it occurred to him to employ the older scholars as monitors for the younger classes. The scheme was to a certain extent successful, and Dr. Bell was so enamored with it that he published a tract in 1797 explaining and recommending it.

A few years later (1803) Joseph Lancaster published a further exposition of the monitorial system, in which he acknowledges[2] his indebtedness to Dr. Bell, and by his enthusiastic advocacy of it awakened a considerable degree of interest in a system of elementary education which laid claim to both efficiency and economy. But Lancaster was a

[1] This was one of the first practical recommendations for establishing plans for the training of teachers.

[2] Afterwards he disavowed any credit for the idea and claimed the merit of having originated the entire system.

visionary and impractical man, and soon fell out with the friends who undertook to aid him in the development of his ideas. Under the disappointment caused by these disagreements he emigrated to America in 1818, and for twenty years busied himself in promoting his reforms in education in the United States and Canada.

He was successful in interesting the friends of education in his cheap and easy way of conducting schools. In many cities, in New Jersey as well as other States, so-called Lancasterian schools were organized, which continued for many years. The plan which was followed in them was by no means an ideal one. The older scholars in such a school were at best very inefficient teachers. The method could only be rightly available when other and better teachers were not to be had. Hence the system gradually fell into disuse when the methods of public education came into vogue, and when the necessity of trained and licensed teachers became more apparent. As one of the movements in education, however, the monitorial system deserves mention.

In 1829 a law was passed appropriating $20,000 among the several counties, and providing for the election of a committee in each township, who should divide it into suitable districts, examine and license teachers, and make an annual report to the governor. In each district there were elected three trustees, who were to determine how many months the school should be continued, to provide schoolhouses, and to report a census of the children in the district, according to which the State money was distributed.

The report of the committee for Morris County, of which Mr. Theodore Frelinghuysen was chairman, contained in part as follows: "It is probable that this county more richly enjoys the advantages and blessings of education than any other in the State." He reports (partly estimated) 82 schools in operation and 2,800 scholars, and says:

Female teachers are in many places employed to instruct small children in the summer. The price of tuition varies from $1.50 to $2 per quarter. Reading, writing, and arithmetic are taught in the common schools; the languages and the higher branches of English education are taught in several academies, which are included in the above number. The character of the teachers is generally good. * * * Their qualifications are in too many instances not so good as might be wished, but it is not often that they are grossly deficient.

With respect to the number of children not educated, the committee are not able to state anything definite. In some townships there are said to be very few who are not sent to school a part of the year; in one about 50 are mentioned who are destitute of instruction; in another, 120; many of whose parents are not able to give them such an education as would be proper for their station in life. A neighborhood in one of the townships, having about 25 children, is represented as destitute. In another township nearly 150 children were ascertained who are not attending school.

The population of the county by the last census was 21,368. One-fifth of this number ought to go to school. That is, about 4,000 ought to attend school; instead of this number only 2,800 are found to attend. It may be estimated that about 600 children are destitute of the means or the opportunities to attend school.[1]

[1] History of Morris County, pp. 72 and 73.

A second important agitation in reference to public education began in 1837. It arose out of the act passed by the General Government to deposit with the several States then in existence, pro rata, the surplus revenue that had been accumulated in the United States Treasury. New Jersey received as her share of this fund $764,670.61. Governor Dickerson recommended that this whole amount be added to the State school fund. It is unfortunate that this advice was not taken by the legislature. New York and several other States did appropriate their shares of this fund to the purposes of public education, and thus have to this day funds available from this source for the State systems of education. But by an act of the State legislature, passed March 10, 1837, the deposit fund was distributed among the several counties in proportion to the State tax paid by them. The fund was to be held by the counties without interest, and was to be loaned out to the citizens of the counties, and the income therefrom used by the chosen freeholders for the benefit of said counties. In many counties this income was used for the erection of public buildings and for the payment of bounties during the civil war. Sometimes it was used for educational purposes by the county authorities, but such use was not regular and constant, but fitful and unstable.

The attention that was called by this discussion to public education had, however, a beneficial effect.[1] For, in 1838, there was a very widespread interest in regard to reforming the system of education in the State. A convention of the friends of education was held at Trenton, at which a committee was appointed to prepare and issue an address to the people of the State. I have before me this address, which was written by Bishop George W. Doane, the chairman of the committee. It was an able, farsighted, and patriotic document, and must have stirred to their lowest depths the best instincts of the people. The legislature was moved to increase the annual appropriation to $30,000, and made various minor changes in the interest of better schools.

Bishop Doane in this address says:

> If the positions be maintained that the education of the people is indispensable to the preservation of free institutions, and that it is, therefore, the duty of every free State to provide for the education of her children, we are prepared, fellow-citizens, for the inquiry, How far has provision been made for the discharge of this duty in the State with which we are most intimately connected, the State of New Jersey? * * * We utterly repudiate as unworthy, not of freemen only, but of men, the narrow notion that there is to be an education for the poor as such. Has God provided for the poor a coarser earth, a thinner air, a paler sky? Does not the glorious sun pour down his golden flood as cheerily upon the poor man's hovel as upon the rich man's palace? * * * Mind is immortal. Mind is imperial. It bears no mark of high or low, of rich or poor. It heeds no bounds of time or place, of rank or circumstance. It asks but freedom. It requires but light. * * * The common school is common not as inferior, not as the school for the poor man's children, but as light and air are common. It ought to be the best school because it is the first school, and in all good works the beginning is one-half.

[1] For most of the facts here given in reference to these important movements in education I am indebted to the files of Barnard's Journal of Education.

In 1844 a provision was inserted in the State constitution then adopted that the school fund should not be diverted, under any pretense whatever, from its legitimate object. A superintendent of schools was in 1845 authorized for Essex and Passaic counties, and in the year following this provision was extended to the whole State. T. F. King was appointed the first State superintendent.

Following this, improvements came rapidly in the State system of education. In 1846 the law was amended so as to require each township to raise as much money as the State contributed. Superintendents of townships were authorized, who were required to visit the schools at least quarterly. In 1851 the annual sum appropriated for schools was raised to $40,000. The public money was required to be used to maintain a free school in every township. In 1854 teachers' institutes were established, and the legislature appropriated $100 for each institute so held. In 1848 the draft of a bill for the establishment of a normal school[1] was introduced, but it was not until 1855 that it became a law. This act and that in reference to teachers' institutes proved to be most fruitful legislation in reference to education. Two of the active workers in the educational field of that time were Rev. John B. Thompson, D. D., now a resident of Trenton, N. J., and Rev. David Cole, D. D., now of Yonkers, N. Y. They have each furnished me with a statement of the movements in which they were so prominently and beneficially engaged. These statements will be found on subsequent pages.

The teachers' institutes in New Jersey owe much to Christopher C. Hoagland, M. D., of Somerset County, who had been a resident of New York State, and had obtained a knowledge of the institutes as they were conducted in that State and in Massachusetts and Connecticut. He organized the first teachers' institute in June, 1849, at Somerville, in Somerset County. This and subsequent institutes were conducted on the plan of their Massachusetts prototype. They began on Monday evening and closed on Friday evening. Six hours each day were given to instruction in methods of teaching and the five evenings were devoted to public lectures on correlated topics, chief of which at this early time were the nature and need of a normal school.

[1] The sentiment in favor of the establishment of a State normal school exhibited itself very early in New Jersey. In 1825 Rev. Philip Lindsley, D. D., of Princeton College, said: "Our country needs seminaries purposely to train up teachers. * * * The great mass of our teachers are mere adventurers." And in 1828 Dr. John MacLean, in the lecture above referred to, recommended "the establishment of an institution to educate young men for the business of teaching."

## Chapter IV.

### THE PERFECTED SYSTEM.

After the establishment of the State Normal School the progress of the system of public instruction was notably accelerated. Constant amendments were made in the school law, until in 1867 an epoch-making act[1] was passed, which placed the New Jersey public schools among the most favored of the nation. By this law the entire system of administration was revised and placed upon a sound and practical basis. The functions of the State board of education, the State superintendent, the county superintendents, district and township trustees, and city boards of education were defined and fixed. A liberal plan for the support of public schools, combining State and local contributions, was established. A method was initiated for maintaining and increasing the State educational funds and rendering them adequate to the demands which would be made upon them. Finally, provision was made for the continued maintenance of the normal and model schools, and for the examination and licensure of teachers.

Without dwelling on the successive improvements and modifications which have been made in the details of this law, it will be sufficient to state in a summary manner the present condition of the system of public education in the State. We will follow the arrangement given in the volume of the New Jersey school laws prepared by the State superintendent of public instruction, and published in 1897.

The State constitution, adopted in 1844 and amended in 1873, provides that "the State fund for the support of free schools shall remain a perpetual fund, and it shall not be competent for the legislature to borrow, appropriate, or use any part of it for any other purpose;" and that the legislature shall suitably provide for the maintenance and support of a thorough and efficient system of free public schools for the instruction of all the children in the State between the ages of 5 and 18 years.

The supervision and control of public instruction are vested in a board of education, to consist of sixteen members appointed by the governor, with the advice and consent of the senate, two from each congressional district, of different political parties. This board receives

[1] This act was mainly prepared by Hon. E. A. Apgar, State superintendent.

no compensation, but the necessary expenses of its members are paid. It is required to make an annual report to the legislature.

The State superintendent of public instruction is appointed by the governor and senate for a term of three years at a salary of $3,000. He is ex officio secretary of the board of education, and required to carry into effect its directions. He is the general adviser of the county superintendents. Under the direction of the board of education he apportions to the several counties their shares of the State school moneys. He decides, subject to appeal to the board of education, and without cost, all controversies and disputes arising under school laws. He is required to keep on hand and furnish to those desiring his advice and assistance plans for schoolhouses and samples of apparatus for heating and ventilating. He makes to the State board of education an annual report of the duties performed by him and of the condition of education in the State.

County superintendents are appointed by the State board of education for the several counties. Their term of office is for three years, and their salary is at the rate of 12½ cents for each child in the county of school age, provided that in no case it shall be less than $800 nor more than $1,300. Wherever there is within the county a city having a superintendent of schools, such city is not under the control of the county superintendent. The county superintendent receives also a sum, not to exceed $300, for his expenses incurred in the performance of his duties. He has authority to examine and license teachers for his county and to perform other duties of supervision and superintendence in accordance with the regulations made by the State board of education. In all controversies arising under the school law the advice and opinion of the county superintendent are first sought, and from him an appeal may be made to the State superintendent. The county superintendent is required to make an annual report to the State superintendent.

By an act passed in 1894 all the districts included in each township were consolidated into one school district. The trustees of the consolidated district are to consist of nine, five, or three members, according to the choice of the district.

When in any district there are children living too remote from the schoolhouse, such district may order to be raised by a special tax an amount of money sufficient to enable the board of education to transport such children to and from the school. A suitable and commodious schoolhouse, with convenient accessories, is to be provided; and in case the house is more than two stories high it must be provided with fire escapes.

Text-books and school supplies have, since 1894, been furnished free of cost to the scholars. A separate school tax is raised in each locality for the purchase of text-books.

The school fund, which was begun in 1816, has gradually grown in proportions. In the constitutional convention of 1844 Hon. James

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By an act passed by Congress in 1890 a further appropriation was made from the sale of the public lands of $15,000 annually to each of the State agricultural colleges. This annual appropriation was fixed to increase by $1,000 annually until it should reach the sum of $25,000, at which point it should remain thereafter.

The legislature of New Jersey in 1890, in order to distribute the benefits of this industrial education among the people of the State, passed a law establishing free scholarships in the State college. This law provided that each year there should be admitted into the State college one scholar from each assembly district of the State to be educated during a term of four years. The students so admitted are selected by a competitive examination to be held under the direction of the county superintendent of education. The State was directed to pay for the education of such students the same sum as the college received for like students, viz, $75 per annum. Although the college has according to this law continued to receive and educate the students selected by these competitive examinations, the financial officers of the State have not made the payments as required. The reason assigned is that the appropriation for the amounts to be paid to the college was directed to be taken from the school fund after other stipulated appropriations had been paid. It has been claimed that no surplus has remained, after such payments were made, for the purpose designated.

The chief means by which good schools can be maintained in a State consist in the adequate training of teachers and in a system of examination and licensure which will keep out of the schools those teachers who are unfit. In the early history of New Jersey schools the choice of schoolmasters was left entirely to the trustees of the districts, who were generally unable to apply any sufficient test as to scholarship and who were in too many cases ready to accept for the service the candidate who would undertake it at the cheapest rate. This system prevailed not only in New Jersey, but in all the neighboring States, down to the foundation of normal schools and the general awakening upon the subject of public education which took place about the middle of the present century.

## STATE NORMAL SCHOOL.

The State Normal School, as has been stated, was established by a law passed in 1855. Its location was fixed at Trenton. It was placed under a board of trustees to be appointed by the governor with the confirmation of the senate. An annual appropriation of $10,000 was given for its support. The trustees appointed as principal Prof. William F. Phelps, who at that time was principal of the experimental school in the New York State Normal School at Albany. He retained this position till 1865, when he resigned to accept a similar place in Minnesota. It was Principal Phelps's plan to have all subjects of study necessary to the future teacher taught in a preparatory school, and to

restrict the normal school to its legitimate work of training the students in methods of instruction. There was therefore organized in connection with the normal school a model school "where the pupils of the normal school should have an opportunity to observe and practice approved modes of instruction and discipline, and in which pupils may be prepared for the normal school."

The school was opened in March, 1856, in buildings which had been prepared for it by enterprising citizens of Trenton. The model school was put in the charge of David Cole, then principal of the Trenton Academy, which at this time was merged in the model school and ceased to exist. During this year also Mr. Paul Farnum, of Beverly, in Burlington County, conveyed to the State the Farnum school property, to be used in connection with the normal school as an auxiliary preparatory school. With it he gave also an endowment, in grounds, buildings, and money, amounting to about $70,000.

The normal school has from the beginning pursued a most successful career. The successive principals have been as follows: William F. Phelps, A. M., 1855 to 1865; John S. Hart, LL. D., 1865 to 1871; Lewis M. Johnson, A. M., 1871 to 1876; Washington Hasbrouck, Ph. D., 1876 to 1889; James M. Green, Ph. D., 1889 to the present.

The buildings now belonging to the normal and model schools are the following: (1) A building used by the normal school; (2) a building used by the model school; (3) a building for the use of the students of the normal school as a place for lodging and boarding.

In the normal school no tuition fee is charged to students who promise to become teachers in the public schools of the State. If they do not so promise they are required to pay for their instruction the sum of $50 a quarter, which covers not only their tuition and books, but their board. Their promise pledges them to teach for a period of at least two years, otherwise they agree to refund to the school the cost of their education. In case they intend to teach, ladies pay $37.50 a quarter and $1 for books, and gentlemen $39 a quarter and $1 for books. These charges cover all expenses, including washing. Day pupils pay as charges $12.50 if not intending to teach, but if intending to teach $1 a quarter. In the model school day pupils pay by the quarter sums varying from $6.50 in the lowest class to $14.50 in the high school department. In the Farnum preparatory school tuition fees are also charged, which go toward the maintenance of the school.

For admittance to the lowest class of the normal school candidates must be prepared to sustain an examination in orthography, reading, arithmetic, geography, grammar, and United States history. Candidates may be admitted without examinations on presenting teachers' certificates covering the required subjects. Candidates holding the diploma of approved high schools (of which there are 41) are admitted to the class of the second year without examination; that is, to the class pursuing professional studies.

The plans of study may be stated as follows: The original plan of this school has to a very great extent been continued—that is, the work done in the normal department is chiefly professional. The first of the three years, however, is taken up with a course of study designed to make up deficiencies in the preparation of those who have entered. The remaining two years are strictly professional, and are occupied in going over the subjects of study with the purpose of showing how they may be most naturally and efficiently taught.

The teachers in each of the subjects endeavor to develop it in a logical order, having reference not only to the elements of the subject, but to the mental powers which are to grasp them. In the model school connected with the normal school, and also in the city schools of Trenton, the normal students have an opportunity of observing the methods of good teaching and also of practicing the art of teaching under adequate supervision and instruction. In this way the graduates of the normal school are prepared to enter upon the practical duties of their profession, not as inexperienced experimenters, but to a certain extent as trained and expert teachers.

The statistics of the State Normal School and its auxiliary institutions may be given from the annual report for 1896, as follows:

*State Normal and Model School.*

[President, James M. Green, Ph. D.]

| | |
|---|---|
| Teachers in the normal school | 23 |
| Students in the normal course | 594 |
| Graduates, 1895 | 149 |
| Volumes in library | 4,000 |
| Value of buildings and grounds | $400,000 |
| Annual appropriation | $28,000 |
| Teachers in the model school | 25 |
| Students in the model school | 591 |
| Graduates in 1896 | 39 |

*Farnum Preparatory School, Beverly, N. J.*

[Principal, James R. Dilks, A. M.]

| | |
|---|---|
| Instructors of secondary grade | 4 |
| Secondary students | 41 |
| Elementary students | 91 |
| Graduates, 1895 | 18 |
| Volumes in library | 4,000 |
| Value of grounds and buildings | $22,000 |

No person is allowed to teach in the public schools of the State without a license duly obtained. There are three classes of licenses: (1) State certificates, (2) county certificates, and (3) certificates granted by city boards of education. State certificates are granted on the recommendation of a board of examiners, consisting of the State superintendent of public instruction and the principal of the State Normal School. The graduates of the normal school are entitled to second-

grade State certificates without examination. There are two examinations each year for State certificates, held at Trenton, beginning on the first Thursdays of June and December. The certificates are of three grades. For the first the candidate must be 25 years of age, and must be able to show five years of successful experience in teaching. The certificate is for life, and is valid in any county in the State. For a second-grade certificate the candidate must be 21 years of age, and must show two years of successful experience in teaching. The certificate remains in force ten years and may be renewed without examination. It is valid in any county of the State. For a third-grade certificate the candidate must be 20 years of age. The certificate is good for seven years in any county of the State, and may be renewed without examination. A college diploma, in the discretion of the board of examiners, may be accepted in place of an examination upon subjects covered by it. The State board may also indorse the diplomas and certificates of another State, provided the other State reciprocates.

Certificates, good for schools within a county, are granted on the recommendation of a county board of examiners, consisting of the county superintendent and persons appointed by him. They hold three stated meetings annually for the examination of candidates, viz, in October, in February, and in May. The certificates are of three grades, and the candidates for each must be, respectively, 20, 19, and 18 years of age. The great majority of the teachers in the schools of the State hold county certificates.

In the superintendent's report for 1893 it is stated that there were held by the teachers of the State 2,819 certificates, out of which were State certificates as follows: 185 first grade, 121 second grade, and 132 third grade; in all, 438. There were 520 county certificates, as follows: 215 first grade, 213 second grade, and 92 third grade. There were also 1,789 certificates issued by city boards of education, and about 72 certificates for special teachers, such as kindergarten, French, German, and drawing.

There are several other provisions in the New Jersey school system which it is proper to mention, at least in a summary manner:

1. At all meetings for school business women are authorized to vote upon all questions except for the choice of members of the boards of education. However, they are eligible as members of these boards, even though the law does not authorize them to vote for themselves or for anyone else.

2. The law directs that on the last Friday preceding certain specified holidays, exercises shall be held appropriate to each. These days are: Arbor Day, devoted to the planting of trees; Decoration Day, devoted to decorating the graves of the patriot dead; Washington's Birthday, the Fourth of July, and Thanksgiving Day.

3. A law was passed in 1896 which was designed to provide an annuity for retired teachers of the public schools. This law provides

that the State superintendent of public schools, the members of the State board of education, and two representatives of the State Teachers' Association, chosen at its annual meeting, shall act as a board of trustees of the teachers' retirement fund, also that the State treasurer shall, ex officio, be the treasurer of this fund; that the fund shall consist of the following parts, namely: First, of a contribution of 1 per centum of their salaries from teachers of public schools who give notice that they desire to avail themselves of the provisions of the act; second, all moneys and property received by donation, legacy, gift, bequest, or otherwise for or on account of said fund; third, all other increments which may legally be devised for the increase of said fund. In order that any teacher may become admissible to the provisions of this law he must give notice of such wish to his supervisory board, which thereupon retains 1 per centum of his salary and pays it over to the treasurer of the retirement fund.

The benefits of this fund are reserved to those teachers who have taught in the public schools for not less than twenty years and shall have become incapacitated for their duties, and shall have paid in contributions to said fund a sum equal to 20 per centum of their annual salaries.

When the fund has grown so as to authorize it, each teacher who has been retired is to receive an annuity thereafter equal to one-half of the average salary received during the preceding five years; provided that no annuity granted under this law shall be less than $200, nor more than $600. It is also provided that any teacher who has been a contributing member of this fund for at least five years shall receive one-half the sum contributed to said fund.

It is not yet certain how the scheme of this law will work. The sources of income for this fund seem inadequate; and few teachers will be willing to become contributors to the fund without the prospect of receiving from it advantages equal to those promised when the scheme is in full operation. If the State were to become a party to the stipulations, and out of the public educational funds contribute to the retirement fund, there would then be a fair prospect of initiating a promising method of pensioning teachers.

The following statement for November 30, 1897, is given:

| | |
|---|---|
| Amount received and entered in the fund | $15,266.48 |
| Amount received awaiting details | 952.88 |
| Total received | 16,219.36 |
| Amount expended | 1,568.05 |
| Balance on hand | 14,651.31 |
| Number of contributing members | 2,130 |
| Number of annuitants | 5 |
| Amount of annuities, per year | $1,375 |
| Number of applications under consideration | 4 |

4. The school law forbids the employment of children in factories—boys under 12 and girls under 14 years of age.

5. For the purpose of stimulating patriotic feelings in the minds of the children it is required by law that there shall be provided for every schoolhouse a flag, which shall be kept unfurled during the sessions of the school.

6. Teachers' institutes continue to be held in almost every county of the State. The sum of $100 is appropriated from the State funds to each institute, and the teachers of the county are by law excused from their schools and are required to attend.

*Financial statement, 1895.*

| | |
|---|---|
| Balance on hand from last year | $648,191.48 |
| Received from— | |
| Interest on permanent funds | 127,236.35 |
| State taxes | 2,119,460.00 |
| Local taxes | 2,261,513.20 |
| Sale of bonds | 320,701.25 |
| All other sources | 101,564.53 |
| Total receipts | 5,578,666.81 |
| Expended for— | |
| Sites, buildings, etc | 1,021,680.91 |
| Salaries of superintendents and teachers | 2,898,942.46 |
| Bonded indebtedness paid | 340,946.28 |
| All other purposes | 641,007.69 |
| Total expenditures | 4,902,595.34 |
| Amount of funds invested and yielding revenue | 3,498,490.77 |

# Chapter V.

## NOTES ON EARLY TEXT-BOOKS.

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New Jersey had no large publishing center within its borders. It depended commercially for the supply of its school books, as for most other things, upon Philadelphia and New York, and to a certain extent upon Boston. It may therefore be inferred that in the use of books for its schools and families the State followed the example of its more populous and better provided neighbors. The books that were popular in New England, New York, and Pennsylvania may in like manner be set down as the current school books in the little intermediate State.

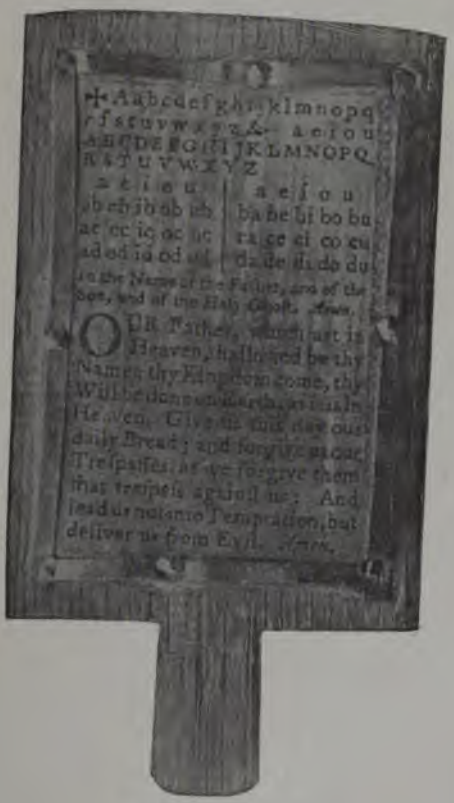
Mr. George A. Plimpton, of New York City, whose collection of early text-books is perhaps unsurpassed, has furnished me and permits me to use an account which I here insert in his own words.

### EARLY TEXT-BOOKS IN NEW JERSEY.

By George A. Plimpton.

Up to the time of the Revolution the text-books used in the common schools of New Jersey were very limited.

Take, for instance, the subject of reading. It is quite possible that some of the early settlers may have brought with them copies of the hornbook—the first thing which was put into the hands of children to teach them the alphabet. The hornbook was used extensively in New England and the South, and there is every reason to believe in New Jersey also. This was probably followed by the English Schoolmaster, edited by Edward Coote. This, commencing with the alphabet, takes up vowel sounds, has several chapters on syllables, contains the Catechism and the Bible. This was first published in 1692. After this the different editions of the New England Primer were used all through New Jersey, and then Dilworth's Spelling Book. Dilworth was quite a prolific author, and his spelling book and arithmetics were very largely imported before the Revolutionary war. Anthony Benezet published the Pennsylvania Spelling Book in 1782 in Providence, and a book called the Youth's Instructor in the English Tongue, or the Art of Spelling, had appeared in Boston in 1770, and was used more or less in New Jersey. In 1783 Noah Webster brought out his spelling book, and subsequently other reading books, which were for many years widely used, supplanting Dilworth and the primers. At the beginning of the nineteenth century there seems to have been great activity in the publishing of reading books. Caleb Bingham brought out a whole series, and others which appeared at this time were the Youth's Preceptor, by R. K., of Newcastle; the Child's Assistant, by Samuel Temple; the Young Child's A-B-C Book, by Samuel Wood (New York, 1806); the Franklin Primer (1811); the American Primer (Philadelphia, 1813); the New England Primer Improved (Philadelphia, 1818); the Child's




THE HORN-BOOK.

Companion, by Caleb Bingham (1819); the First Book for Children, by Lindley Murray (Philadelphia, 1819). About 1820 a whole series of English readers by Lindley Murray appeared, and in 1825 John Pierpont published the American First Class Book. In 1836 Cobb's juvenile readers came out, and later the Russell readers were published in New York. In 1840 a series of readers by C.W. Sanders appeared, the first to follow the present system of grading—first, second, third, and fourth. Marcius Wilson, of Vineland, published a series of readers since the war which were quite widely used.

The arithmetics used in New Jersey previous to the Revolution were all English books. Edward Cocker's Arithmetic was used quite extensively in New Jersey, and this was followed by Thomas Dilworth's, of which different editions were published in Hartford, New London, and New York. The first arithmetic published in this country, however, was by Nicholas Pike, and it appeared in 1788. Nathan Daboll, of New London, Conn., in 1799, wrote his Schoolmaster's Assistant, which had a large sale for many years.

Daniel Adams, of Keene, N. H., in 1826 published a series of arithmetics. Michael Walsh's System of Mercantile Arithmetic had come out in 1804. Jacob Willets's Scholar's Arithmetic, published in Poughkeepsie in 1822, was doubtless more or less used in New Jersey, as was Colburn's First Lessons in Arithmetic, issued in 1826. Roswell C. Smith's Practical Arithmetic came out in 1829. Stephen Pike's Arithmetic was published in 1852, John F. Stoddard's in 1853, Dodd's High School Arithmetic in 1854, and a little later Robinson's arithmetics, which were used until the time of the civil war and even to the present day.

Up to the time of the Revolution geography was not taught in New Jersey. The first American geography was that of Jedediah Morse, which was published in 1791. Benjamin Workman, in Philadelphia, brought out the Elements of Geography in 1803. In 1808 Elijah Parrish, of Newburyport, Mass., brought out his Universal Geography, and in 1817 Nathaniel Dwight, of Northampton, Mass., published a book also called the Universal Geography. J. E. Worcester, of Boston, brought out his Elements of Geography in 1819, and the Rudiments of Geography, by W. C. Woodbridge, appeared in 1822. Peter Parley's geographies, which came out in 1831, were used extensively. Mitchell's geographies were published in 1840, and Roswell C. Smith's First Book in Geography was brought out ten years later. In 1853 Monteith's Manual of Geography appeared, and in 1860 Olney's. These were the principal geographies used in New Jersey.

In the early days no text-books on penmanship were used by the pupils; the teacher had a set copy from which the pupils worked. All the books on writing used by the teachers in New Jersey were English, one of the principal ones being that by Edward Cocker until 1809, when James Carver, of Philadelphia, brought out his book, the New and Easy Introduction to Analytical Penmanship. In 1813 a book on the Art of Writing, by John Jenkins, of Cambridge, Mass., appeared, and in 1832 Adam W. Rapp, of Philadelphia, brought out his Complete System of Scientific Penmanship. This method of teaching penmanship continued until about 1850, when the first of our present system of copy books for the pupils appeared.

English grammar was studied very little in the schools of New Jersey before the Revolutionary war. Whatever text-books were used were English. In 1782 Albert Ross, of Hartford, Conn., published what he called the American Grammar, and in 1791 the First Principles of English Grammar was published by Joseph Hutchins. Benjamin Dearborn, of Boston, brought out his Columbian Grammar in 1792, and in 180[illegible] the Plain and Concise Grammar, by William Woodbridge, was published. Noah Webster's Institutes of English Grammar was used during the latter part of the last century, and different editions of Lindley Murray's English Grammar were published until 1840 or 1850. In 1823 Goold Brown's First Lines of English Grammar was published, and then the Institutes of English Grammar. These books are used to-day in New Jersey.

I have no expectation in this chapter of giving anything like a complete history of the succession of books used in the schools of New Jersey. The utmost of my hopes is to supply such information as I can obtain, in order that at some future time the material for such a history may be more abundant and more available than now.

Dr. J. B. Thompson, who was so conspicuously active and useful at the time of the organization of public education in New Jersey, has furnished me with a valuable memorandum concerning certain text-books in the schools of the last century. The memorandum was prepared in connection with copies of these books which he presented to the library of Rutgers College.

## TEXT-BOOKS IN THE EIGHTEENTH CENTURY.

By Dr. J. B. Thompson.

At the beginning of the last century schoolmasters were chiefly dependent upon memory for their means of instruction; though for arithmetic especially they usually had their own manuscript "cyphering books," from which they dictated problems and their solution to their pupils, each of whom made in turn his own ciphering book which he carefully preserved for reference and use in future years.

Before the middle of the last century, however, books were printed containing a résumé of the topics usually taught in schools, and of other things necessary for a teacher to know, giving fuller information than could be treasured up in the memory and in memorandum books.

One of these, "The Instructor, * * * containing spelling, reading, writing, and arithmetic, bookkeeping, mensuration, gauging, the art of dialling and how to erect and fix dials, dyeing, coloring, gardening, how to pickle and preserve, family medicine, geography, astronomy, and also some useful interest tables."[1] It was compiled by George Fisher, Accomptant. A copy of the fourteenth edition, corrected and improved (12mo, pp. 396), used in New Jersey, is before me. It was printed in London in 1757, and contains minute directions how to make a goose quill into a pen, with a statement of the implements necessary thereto. There are a dozen pages of apothegms for the teacher to write in script hand for imitation by the pupils, directions for ink making, etc. Half of the book is devoted to arithmetic, to which more time was given in that early day than to all other topics combined. The frontispiece is the picture of a school with the schoolmaster in gown and slippers and the boys in the garb now called "continental." The shelves are occupied by globes and by books labeled, "Ms. accompts, Navigation, Architecture, Farming," etc., while "Trade" and "History" are on the floor, with a dial and drawing instruments, near a mounted telescope, etc.

Toward the end of the century this "Instructor or Young Man's Best Companion" gave place to a book devoted entirely to arithmetic, designated as "The Schoolmaster's Assistant." It was by Thomas Dilworth, author of the New Guide to the English Tongue, Young Bookkeeper's Assistant, etc., and designated Schoolmaster in Wapping. He was a very worthy schoolmaster, and his books were extremely useful and popular. He lived until the year 1781, having issued his Schoolmaster's Assistant as early as 1743, when fifty English schoolmasters recommended it "for the speedy improvement of youth in arithmetic, as the only one for that purpose that hath yet been made public." To it was prefixed "The preface dedicatory to the revered and worthy schoolmasters of Great Britain and Ireland, and an essay on the education of youth, humbly offered for the consideration of parents." The

[1] The American edition of this book was printed by Benjamin Franklin.

copy before me was printed in Philadelphia in 1790, and to the names of the fifty English schoolmasters is added that of "Nathaniel Wurtem, schoolmaster at Philadelphia." There is also a eulogy by William Deane, of Halifax, written in 1766, and a better one by Moses Browne, probably the Englishman who, from being a pen cutter, acquired some reputation as a poet and writer. He says:

"E'en now afresh, immergèd in thy pains
For future times thy recent task remains;
By double motives it assures to please,
The Youth's Instructor, and the Tutor's ease;
From darker forms it clears encumbered Rules
And Learning makes the fit delight of Schools."

Thomas Dilworth says that this book is designed "to take off that heavy burden of writing out rules and questions which you have so long labored under," etc. He divides arithmetic into five parts, but says: "As to the order, I can hardly find two masters follow it alike;" and, therefore, he adds: "Every man may turn to that rule first which he likes should be taught first." But his division is still commonly followed.

Nathan Daboll's Assistant succeeded Dilworth's in this country; but I think after the beginning of the present century.

Pike's arithmetic, a small book, succeeded Daboll's, and sold on the merits of Nicholas Pike's valuable treatise, issued in 1786. Whether this confusion of authors was intentionally made I do not know.

I may name here, also, what remains of the Writing Master's Assistant (quarto, paper), London, 1794. It consisted entirely of "copies" to be imitated by the pupils. They were first written by "William Thomson, of Islington, professor of writing and accounts, and accurately engraved on 22 copperplates by H. Ashby." This was used by schoolmasters in New Jersey, who cut out single lines as needed for imitation by the pupils who called them "copy plates," instead of copperplates.

In old arithmetics it was much more the custom than in the more recent to give intricate problems to be solved by the methods given in the rules. The introduction of algebra and the solution of such questions by its easier methods have rendered their introduction into arithmetics uncommon. Dr. E. A. Bowser, the eminent mathematician, gives me from memory a specimen problem in an arithmetic which he studied when a boy. He can not surely recall the name of the author of the book:

"When first the marriage knot was tied,
Betwixt my wife and me,
My age did hers as far exceed
As three times three does three;
But when ten years and half ten years
We man and wife had been,
Her age came then as near to mine,
As eight is to sixteen.

What was the age of each of us when we were married?"

In the Federal Calculator, Schoolmaster's Assistant, and Young Man's Companion, published in Troy, N. Y., in 1802, will be found a number of problems, such as the following:

"A man driving his geese to market was met by a man who said, 'Good morning with your hundred geese.' 'I have not a hundred geese,' says he, 'but if I had half as many as I now have, and two geese and a half besides the number I have already, I should have an hundred.' How many had he?"

The last three pages of the book are occupied with copies, such as, "When sorrow is asleep, wake it not." "Better unborn than untaught." "He who seeks trouble never misses it." "Kings as well as other men must die."

mathematics we used Daboll's Arithmetic, Playfair's Euclid, Bonnycastle's Algebra, and a trigonometry which I can not remember. When we were more advanced we took Lacroix's Arithmetic and Algebra and his Differential and Integral Calculus, to which I owe the small knowledge of mathematics which I ever had.

We studied also in college Kames's Elements of Criticism and a small work on conic sections. In the Albany Academy we had as a text-book, I think, Parker's Chemistry.

## LIST OF TEXT-BOOKS IN USE 1825 TO 1832.

By Charles D. Deshler.[1]

### 1825—1827.

Webster's Spelling Book.
Mrs. Barbauld's Popular Lessons.
Marie Edgworth's Moral Tales.

### 1828—1829.

Burhans' Spelling Book. For younger pupils.
Burhans' Nomenclature. For younger pupils.
Walker's Pronouncing Dictionary. For more advanced pupils.
Daboll's Schoolmaster's Assistant.
Jack Halyard. Reader for younger pupils.
The American Preceptor. Reader for more advanced pupils.
The English Reader. For more advanced pupils.
Goldsmith's Polite Learning, Contributions of Q. Q., Mrs. Opie's Tales. Continuous readers.
Lindley Murray's English Grammar. Afterwards superseded by Kirkham's English Grammar.
Morse's Geography.
Woodbridge's Geography.

### 1829—1832.

Ruddiman's Latin Grammar. Afterwards superseded by Bullion's Latin Grammar.[2]
Historia Sacra.
Anthon's Viri Romæ.
Anthon's Cornelius Nepos, Cæsar, Sallust, Cicero, Virgil, and Horace, in course.
Lempriere's Classical Dictionary. Superseded by Anthon's Classical Dictionary.
Ainsworth's Abridged Latin Dictionary. Superseded by Anthon's Latin-English Dictionary.
Valpy's Greek Grammar. Superseded by Anthon's Greek Grammar, Anthon's First Greek Lessons, Anthon's Greek Reader.

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[1] See Mr. Deshlers's account of his Early Schools, p. 31.

[2] The persistency with which the memory clings to things acquired in early life is shown by an incident which a friend narrated to me. His son was going through the experience of committing to memory the rules in Andrews and Stoddard's Latin Grammar when that book was in the full swing of its popularity in the schools. He had summoned his father to see if he could say the rule that 26 prepositions are followed by the accusative, viz:

*Ad, adversùs* or *adversùm, ante, apud, circa* or *circum, circiter, cis* or *citra, contra, erga, extra, infra, inter, intra, juxtra, ob, penes, per, ponè, post, praeter, prope, propter, secundùm, supra, trans, ultra.* Before he began the enumeration the father exclaimed, "Hold on, Lew; it is thirty years since I learned that list and I have never had occasion to repeat it since; let me see if I can repeat it now." And without a mistake or the least hesitation he went through the whole list.

## WEBSTER'S SPELLING BOOK.

No single text-book has had anything like so wide a circulation in the United States as Webster's Spelling Book. The author was a poor, struggling literary man, and was casting about desperately for some enterprise which would be remunerative. He devised a plan for a grammatical institute of the English language in three parts. The spelling book was the part of this which was first published in 1783. A philosophical and practical English grammar followed in 1807. And then, after twenty years and with infinite labor, he brought out the American Dictionary of the English Language. It is said that he and his family lived during the preparation of this dictionary on a small royalty which he received from the sale of the spelling book.

This famous book attained its immense popularity, not so much because of its excellence, as because it came into use immediately after the Revolutionary war, when books originating in England were at a discount and the American spirit was prevalent in everything. It was common in those days for the publisher to make arrangements with persons in each State for the local publication of the spelling book. Thus, in New Jersey, Mr. John Terhune, of New Brunswick, was the State publisher, and he printed and sold all the copies which were used in the schools of the State.

It would be an interesting inquiry to ascertain how many of the Webster's Spelling Book have in all been sold.[1] During the period from 1855 to 1890 the copyright belonged to Messrs. D. Appleton & Co., publishers, of New York. Before that period Messrs. Merriam, the publishers of Webster's Dictionary, were the owners of the copyright. In 1890 the Messrs. Appleton sold the property to the American School Book Company. We give below the annual sales during the period that the Appletons were the publishers:

*Sales of Webster's Speller from 1855 to 1890.*

| | | | |
|---|---|---|---|
| 1855 | 1,093,500 | 1864 | 657,852 |
| 1856 | 1,187,682 | 1865 | 633,484 |
| 1857 | 1,092,130 | 1866 | 1,596,708 |
| 1858 | 984,652 | 1867 | 1,137,085 |
| 1859 | 1,104,948 | 1868 | 964,776 |
| 1860 | 938,108 | 1869 | 951,744 |
| 1861 | 706,344 | 1870 | 960,422 |
| 1862 | 308,147 | 1871 | 833,905 |
| 1863 | 498,958 | 1872 | 979,204 |

[1] In Scudder's Life of Noah Webster we find the following facts on this subject stated: In 1811 and 1815 the sales were 286,000 a year. In 1828 the sales were estimated at 350,000. In 1847 the statement is made that up to that time 24,000,000 copies had been sold, and that then sales averaged about 1,000,000 a year. During the twenty years that he worked on his dictionary he supported his family on the royalty of 5 cents on each copy of his spelling book. For the eight years following the civil war (1866-1873) 8,196,628 copies were sold. (See p. 71.)

*Sales of Webster's Speller from 1855 to 1890*—Continued.

| | | | |
|---|---|---|---|
| 1873 | 796,008 | 1883 | 916,434 |
| 1874 | 752,224 | 1884 | 952,734 |
| 1875 | 738,851 | 1885 | 788,118 |
| 1876 | 738,361 | 1886 | 829,848 |
| 1877 | 775,925 | 1887 | 734,832 |
| 1878 | 865,738 | 1888 | 744,594 |
| 1879 | 836,662 | 1889 | 644,004 |
| 1880 | 1,062,986 | 1890 | 631,296 |
| 1881 | 861,444 | | |
| 1882 | 865,356 | Total | 31,155,064 |

Average yearly sale, 865,419.

## COLLEGE TEXT-BOOKS.

I have made some search in the catalogues of Princeton University and of Rutgers College with the purpose of ascertaining what books had been in use at various times and when new books were first introduced. I have had lists made of some of these books, which are given below with a view of throwing some light on this interesting subject of college text-books.

### I. College of New Jersey.

#### 1. FIRST MENTION OF TEXT-BOOKS.

[The list given below was prepared by Mr. Th. Cutelleau, and gives the date of the first introduction of each text-book into the curriculum, from its foundation to 1860.]

1750. Watts' Ontology, a Latin Grammar (known as the Newark Grammar); Cicero De Oratore (name of editor not found); Grammar of Hebrew (name of editor not given); Watts' Astronomy; Watts' Book of Logick; Gordon's Geographical Grammar, Martin's Natural Philosophy (two volumes).

1751. Grave's Ethicks (two volumes).

1752. Whiston and Brent's Astronomical Tables; Hodgson's Theory of Navigation; Street's Tables.

1793. Minto's Trigonometry, Practical Geometry, and Conic Sections; Nicholson's Natural Philosophy; South's English Grammar.

1794. The following books are mentioned for this year, but the editors' names are not given: Greek Testament, Sallust, Lucian, Xenophon, Homer, Horace, Cicero, Ovid's Metamorphoses, arithmetick, English grammar (perhaps South's), composition, trigonometry (perhaps Minto's), conics, natural philosophy. Also the following: Guthrie's Geography, Simpson's Algebra, Bossut's Elements of Geometry, Main's Introduction to Latin Syntax, Kennet's Roman Antiquities, Wettenhall's Greek Grammar, Sherwin's Logarithms, Moore's Navigation; Witherspoon's Moral Philosophy, Criticism, and Chronology; Duncan's Logic.

1800. Dr. Smith's Lectures on the Evidences of the Christian Religion, Gisborne's Studies of the Bible, Prettyman's History of the Bible, Westminster Shorter Catechism, Episcopal Catechism and the Articles (in Latin).

1820. [The required entrance subjects, during this period and earlier, possibly consisted in such books and authors as Cæsar's Bellum Gallicum (5 books), Sallust, Virgil (Eclogues and Æneid), Cicero's Select Orations, Mair's Introduction to Latin Syntax, the Gospels in the Greek Testament, Dalzell's Collecteana Græca Minora, Jacobs' Greek Reader, and Livy.]

1822. Dalzell's Collecteana Græca Majora, Playfair's Euclid, Jamison's Rhetoric, Locke on the Human Understanding.

1830. Vethake's Principles of Political Economy.

1831. Demosthenes De Corona; Plato's Dialogues, volume 1, Tauchnitz edition; Æschines De Corona. [These works were introduced about this time, although I am not quite sure that it was this very year.—C.]

1832. Euripides, Tauchnitz edition.

1833. Cicero De Officiis, De Amicitia, De Senectute; Young's Plane and Spherical Trigonometry and Analytical Geometry, or Conic Sections.

1835. Aristotle's Art of Poetry.

1842. Davies' Bourdon's Algebra; Juvenal and Perseus, Tauchnitz edition.

1845. Mineralogy, botany, geology. [The authors' names of these subjects not given.]

1848. Hackley's Algebra, Young's Integral Calculus, Renwick's Mechanics (with additions), Sophocles (Tauchnitz edition), Paley's Natural Theology; Civil Architecture (author's name not given); Constitution of the United States.

1849. Alexander's Differential and Integral Calculus, Tacitus' Germania and Agricola, Alexander's Evidences of Christianity, Sophocles' Œdipus Tyrannus; zoology (author's name not given).

1850. Blair's Rhetoric.

1851. Whateley and Blair's Rhetoric.

1852. Alexander's Ratio and Proportion.

1854. The Study of Words, by Archbishop Trench.

1855. Butler's Analogy; Whateley's Logic; Walker's Reid.

1856. Hodge's Way of Life; Paley's Horæ Paulinæ; Longinus.

1857. Terence's Andria; Constitutional Law.

1858. Herodotus (probably the Tauchnitz edition); Coleman's Biblical History and Geography; Day's Rhetoric.

1859. Intellectual philosophy.

### 2. ADMISSION REQUIREMENTS OF THE COLLEGE OF NEW JERSEY.

1840–41. Cæsar's Commentaries, five books; Sallust; Virgil's Eclogues and six books of the Æneid; Cicero's Select Orations contained in the volume In Usum Delphini; Mair's Introduction to Latin Syntax; the Gospels in the Greek Testament; Dalzell's Collectanea Græca Minora, or Jacobs' Greek Reader, or other authors equivalent in quantity; together with Latin and Greek grammar, including Latin prosody; English grammar; arithmetic; geography, ancient and modern.

1850–51. Cæsar's Commentaries, five books; Virgil's Eclogues and six books of the Æneid; Cicero's Select Orations contained in the volume In Usum Delphini; Mair's Introduction to Latin Syntax; the Gospels in the Greek Testament; Dalzell's Collectanea Græca Minora, or Jacobs' Greek Reader, or other authors equivalent in quantity; Latin and Greek grammar, including Latin prosody; English grammar; arithmetic; the elements of algebra through simple equations; geography, ancient and modern.

### [illegible] OF STUDY IN THE COLLEGE OF NEW JERSEY.

#### 1840–41.

[illegible]—Winter session. Day: Xenophon's Anabasis; Roman Antiquities; Latin and Greek exercises, algebra (Davies' Bourdon).

[illegible] Horace, Odes; Æschines de Corona; Latin and Greek exercises, [illegible].

[illegible] Winter session. Horace, Satires and Epistles; Demosthenes De Corona; Latin and Greek exercises, geometry (Playfair's Euclid); plane trigonometry.

[illegible] Cicero De Officiis, De Amicitia, De Senectute; Homer's Iliad; plane and spherical trigonometry, [illegible]; surveying; nautical astronomy.

*Junior year.*—Winter session: Analytical geometry, including conic sections; descriptive geometry; differential calculus (Young); Cicero De Oratore; Euripides; philosophy of the mind; Evidences of Christianity.

Summer session: Integral calculus (Young); mechanics (Renwick); Cicero De Oratore; Sophocles; natural theology (Paley); civil architecture.

*Senior year.*—Winter session: Belles lettres; logic; moral philosophy; political economy; natural philosophy; astronomy; Latin rhetorical works; Aristotle's Art of Poetry.

Summer session: Moral philosophy; natural philosophy (continued); astronomy (continued); chemistry; Constitution of the United States; general review of studies.

## 1850-51.

*Freshman year.*—First term: Livy; Xenophon's Anabasis; archæology; Latin and Greek exercises; algebra (Hackley); history.

Second term: Horace (Odes); Xenophon's Memorabilia; Latin and Greek exercises; algebra (completed); geometry (Playfair's Euclid); history.

*Sophomore year.*—First term: Horace (Satires and Epistles); Demosthenes De Corona; Latin and Greek exercises; geometry (Playfair's Euclid), completed; plane trigonometry; archæology.

Second term: Cicero De Officiis, De Amicitia, et De Senectute; Homer's Iliad; plane and spherical trigonometry, with their applications to mensuration; surveying, navigation, etc.; mathematical and physical geography.

*Junior year.*—First term: Rhetoric (Whately and Blair); analytical geometry, including conic sections (Young); Tacitus (Germania and Agricola); Euripides; Evidences of Christianity (Alexander).

Second term: Rhetoric; differential and integral calculus (Alexander); mechanics; Juvenal and Perseus; Sophocles (Œdipus Tyrannus); natural theology (Paley); civil architecture; botany.

*Senior year.*—First term: Logic; philosophy of the mind; natural philosophy; astronomy; chemistry; Aristotle's Art of Poetry.

Second term: Moral philosophy; constitutional law; natural philosophy; astronomy; chemistry; mineralogy; geology; zoology; general review of studies.

### II. Rutgers College.

#### 1. First mention of text-books.

(Only such titles are given as seem to be the names of particular books.)

1825. Græca Majora, Vols. I, II; Euclid's Elements of Geometry; Blair's Lectures on Rhetoric.

1828. Nelson's Greek Exercises; Hassler's Arithmetic; Bonnycastle's Algebra.

Legendre's Geometry (Cambridge edition); Woodbridge's Large System of Geography; Campbell's Philosophy of Rhetoric; Hedge's Logic.

1835. Day's Mathematics; Young's Trigonometry; Young's Analytical Geometry; Young's Calculus.

1841. Story's Commentaries on the Constitution; Hutton's Geometry; Cavallo's Natural Philosophy.

1846. Hutton's Mathematics (edited by Rutherford).

1850. St. Basil's Discourse on Greek Authors.

#### 2. Requirements for admission to Rutgers College.

## 1810.

No one shall be admitted into the freshman class unless he be found on examination able to make grammatical Latin of any exercises of Mair's Introduction and to translate into English from the Latin Cæsar's Commentaries on the Gallic War,

Sallust, the Eclogues, the Georgiacs, and five books of the Æneid of Virgil, and from the Greek the four evangelists of the New Testament, or what shall in the judgment of the faculty be equivalent in other authors, and also to perform any ordinary exercise in vulgar arithmetic at least as far as the rule of proportion.

## 1825.

No student shall be admitted into the lowest class unless he be able accurately to render Mair's Introduction into Latin and Nelson's Exercises into Greek, and to translate into English from the Latin Cæsar's Commentaries, Sallust, the Eclogues of Virgil, and five books of the Æneid, and from the Greek the four evangelists of the New Testament and the Collectanea Græca Minora, or what shall in the judgment of the faculty be equivalent in other authors, and also to perform any ordinary exercises in vulgar arithmetic at least as far as the rule of proportion, decimal and vulgar fractions inclusive.

## 1830.

No student can be admitted into the lowest class unless he be able accurately to render Mair's Introduction into Latin and to translate into English from Latin four books of Cæsar's Commentaries, Sallust, the four orations of Cicero against Catiline, and two books of the Æneid; and from the Greek the four Evangelists of the New Testament, and the Collectanea Græca Minora, or what shall be in the judgment of the faculty equivalent in other authors; and also to perform any exercises in vulgar arithmetic as far as the extraction of the roots.

## 1841-42.

A knowledge of Latin and Greek grammars; four books of Cæsar's Commentaries; six books of Virgil's Æneid; Cicero's Orations against Catiline; Sallust; the Greek Gospels and the Acts of the Apostles; Jacob's or Clark's Greek Reader, and a knowledge of arithmetic.

## 1850-51.

The requirements are stated in the same words as for 1841-42.

### 3. COURSES OF STUDY IN RUTGERS COLLEGE.

## 1825.

*Freshman year.*—First term: Æneid of Virgil from Book VI; Roman antiquities; Latin translations and prosody; Xenophon; Greek translations and prosody; Modern geography; arithmetic of powers, roots, progressions, etc.; English grammar; composition, English reading, and declamation.

Second term: Cicero's orations, Cato Major, and Lælius; ancient geography; Latin translations and prosody; Xenophon (continued); Greek antiquities; Greek translations and prosody; modern geography; elements of algebra; composition, English reading, and declamation.

Third term: Odes of Horace, Terence, translations; Xenophon's cyropedia, translations; algebra, continued; modern geography; composition, English reading, and declamations.

*Sophomore year.*—First term: Cicero De Officiis and Tusculan disputations; academical questions; translations; Græca Majora-Herodotus, Thucydides, and Xenophon's Anabasis; translations; Euclid's elements of geometry; composition, English reading, and declamation.

Second term: Epistles of Horace, translations; Græca Majora-Lysias, Isocrates, Demosthenes; Plato, Aristotle, Dionysius Helicarnassus, Theophrastus, Polynæus, Ælianus, Polybius, translations; Euclid's elements of geometry (continued); ancient geography; logic; composition, English reading, and declamation.

Third term: Cicero De Oratore; translations, Græca Majora (Vol. I continued); plane trigonometry; surveying, mensuration, etc.; logic, composition, declamation.

*Junior year.*—First term: Livy, translations; Græca Majora (Vol. II), Homer's Odyssey; Hesiod; Apollonius Rhodius, translations; Spherics; use of the globes; projections; Blair's Rhetoric; composition; declamation.

Second term: Horace's Satires; Græca Majora-Sophocles, Euripides, Theocritus, Bion, Iloschus, Sappho, Pindar, Callimachus, etc.; conic sections; descriptive geometry; theory of curves; Blair's Rhetoric; composition; declamation.

Third term.—Quintillian; Homer's Iliad; Fluxions, or the differential and integral calculus; Christian ethics; philosophy of mind; composition and declamation.

*Senior year.*—First term: Horace de Arte Poetica; Virgil's Georgiacs; Longinus; natural philosophy; Christian ethics (concluded); philosophy of the mind; philosophy of rhetoric; composition and declamation.

Second term: Tacitus, translations; Epistles of the New Testament; natural philosophy (continued); philosophy of the mind; history and chronology; elements of criticism; composition and declamation.

Third term: Tacitus; Epistles of the Greek Testament; Hebrew or French, at option; natural philosophy (concluded); practical and physical astronomy; political economy; evidences of revelation; history and chronology; composition and declamation.

## 1841.

*Freshman year.*—First term: Herodotus and Livy with Greek and Latin composition; Greek and Roman antiquities and mythology; arithmetic, reviewed, and algebra; geography, ancient and modern.

Second term: Odes of Horace, or minor treatises; Cicero's Letters (ad Diversos) and Homer's Iliad; antiquities, mythology, and ancient geography; Greek and Latin exercises; algebra, completed.

Third term: Xenophon's Memorabilia; mythology, antiquities, and ancient geography; Satires and Epistles of Horace; Greek and Latin exercises; geometry (Hutton's) commenced; declamations, translations, and compositions throughout the year.

*Sophomore year.*—First term: Cicero—Letters to Atticus or De Oratore; Homer's Odyssey, or Hesiod; Greek and Latin exercises; geometry, completed; logarithms.

Second term: Demosthenes, or Thucydides; Terence, Plautus, or Cicero de Claris Oratoribus; Greek and Latin exercises; Young's Plane Trigonometry; mensuration of heights and distances.

Third term: A tragedy of Euripides or one of the Olynthiac orations of Demosthenes; Tacitus; Greek and Latin exercises; navigation, and mensuration of superficies and solids; surveying and engineering; compositions and declamations throughout the year.

*Junior year.*—First term: Tragedy of Sophocles and Medea of Seneca; Greek and Latin exercises and essays on classical subjects; spherical trigonometry and astronomy; logic; philosophy of rhetoric (Campbell's).

Second term: A dialogue of Plato; Cicero's Tusculan Disputations; translations and essays; analytical geometry, embracing conic sections; Young's Differential Calculus; Campbell's Philosophy of Rhetoric (continued); Christian ethics; philosophy of the mind; chemistry.

Third term: A tragedy of Æschylus; Juvenal; translations and essays; Young's Integral Calculus; Christian ethics; philosophy of the mind; Campbell's Philosophy of Rhetoric (completed); chemistry. Composition and declamation throughout the year.

*Senior year.*—First term: A tragedy of Æschylus or Sophocles; Cicero de Officiis; history of Greek and Roman literature; Cavallo's Natural Philosophy; Story's Commentaries on the Constitution of the United States; evidences of revelation.

Second term: Pindar; Horace's Art of Poetry; translations and essays; natural philosophy (continued); Story's Commentaries (continued); Christian ethics; philosophy of the mind; history and chronology; chemistry.

Third term: A Greek tragedy, or Orations of Demosthenes; Quintilian, or Satires of Perseus; natural philosophy; history and chronology; political economy; Christian ethics (completed); geology and mineralogy. Compositions, declamations, and disputations weekly during the year.

## 1850-51.

*Freshman year.*—First term: Herodotus or Homer's Iliad, and Livy; Greek and Latin exercises; arithmetic (reviewed); algebra (Hutton's Mathematics); geography, ancient and modern; French language and literature.

Second term: Odes of Horace, or minor treatises of Cicero; Cicero's Letters (ad Diversos); Homer's Iliad; antiquities, mythology, and ancient geography; Greek and Latin exercises; algebra (Hutton's) completed; French language and literature.

Third term: Xenophon's Memorabilia; mythology and antiquities; ancient geography; Satires and Epistles of Horace; Greek and Latin exercises; geometry (Hutton's); French language and literature. Declamations, translations, and compositions throughout the year.

*Sophomore year.*—First term: Cicero—Letters to Atticus, or de Oratore; Homer's Odyssey, or Hesiod; Greek and Latin exercises; geometry completed, logarithms (Hutton's); French language and literature.

Second term: Demosthenes or Thucydides; Terence, Plautus, or Cicero de Claris Oratoribus; Greek and Latin exercises; plane trigonometry (Hutton) and mensuration of heights and distances; French language and literature.

Third term: A tragedy of Euripides, or Orations of Demosthenes; navigation; and mensuration of superficies and solids (Hutton); Tacitus; Greek and Latin exercises; surveying and engineering; French language and literature. Compositions and declamations throughout the year.

*Junior year.*—First term: A tragedy of Sophocles and Medea of Seneca; Greek and Latin exercises and essays on classical subjects; spherical trigonometry and astronomy; logic; philosophy of rhetoric; French language and literature.

Second term: A dialogue of Plato; Cicero's Tusculan Disputations; translations and essays; analytical geometry, embracing conic sections; differential calculus (Hutton); philosophy of rhetoric (continued); Christian ethics; philosophy of the mind; chemistry.

Third term: A tragedy of Æschylus; Juvenal; translations and essays; integral calculus (Hutton); Christian ethics; philosophy of the mind; philosophy of rhetoric (completed); chemistry. Compositions and declamations throughout the year.

*Senior year.*—First term: St Basil's Discourse on the Greek Writers, or a tragedy of Æschylus or Sophocles; Cicero de Officiis; history of Greek and Roman literature; Cavallo's Natural Philosophy; Story's Commentaries on the Constitution of the United States; evidences of revelation.

Second term: Pindar; Horace's Art of Poetry; translations and essays; natural philosophy (continued); Story's Commentaries (continued); Christian ethics; philosophy of the mind; history and chronology; chemistry.

Third term: A Greek tragedy, or Orations of Demosthenes; Quintilian, or Satires of Perseus; natural philosophy; history and chronology; political economy; Christian ethics (completed); geology and mineralogy. Compositions, declamations, and disputations weekly during the year.

# Chapter VI.

## ACADEMIES AND SECONDARY SCHOOLS.

Schools which were established by corporations and by individuals for giving an elementary classical education preceded in point of time the establishment of public schools. Neighborhood schools, which communities set up for the elementary instruction of their children in reading, writing, and arithmetic, were, of course, the earliest steps in the educational development. But when these communities became more advanced in wealth and physical comforts there were everywhere movements for higher schools. All the religious bodies that shared in the early settlement of New Jersey were friends of education, and most of them prided themselves on having an educated ministry. It was somewhat later that these denominations set up theological seminaries; but colleges which could impart a sufficient classical training, and academies[1] which could prepare young men for entering these colleges, were early looked upon as educational necessities. In New England, where this necessity was first felt, there were many schools of this academic grade, and Harvard, the first college in the colonies, was founded in the seventeenth century. Long before the people of New Jersey were prepared to rely upon their own means of education they were accustomed to send their sons to the schools and colleges of New England. This was especially true of the communities whose ancestors had emigrated from New England. In most other cases the young men who were designed for the liberal professions were sent to Europe to enjoy there the privileges which they could not obtain at home. Even until the time of the war for independence many of the rising young men in the colonies secured their academic and professional education in Holland or in England or Scotland.

Taking the counties of the State in alphabetical order, we propose to give some account of secondary education in each.

### ATLANTIC COUNTY.

There are now in Atlantic County high schools at Atlantic City and at Egg Harbor City. Of the former the following statistics are given

[1] The use of the word "academy" in the sense of a school for secondary education is distinctly of American origin. There is nothing in its ancient Grecian or Roman use, or in its employment in Europe in modern times, to suggest the sense in which it became common, especially in the State of New York.

in the Report of the United States Commissioner of Education for 1894–95:

Name of school, Atlantic City High School; principal, Henry P. Miller; other teachers, 3; pupils of secondary grade, 55; preparing for college, 5.

Of the latter the returns are as follows:

Name of school, Egg Harbor City High School; principal, Henry C. Krebs; other teachers, 1; pupils of secondary grade, 8; graduates, 1895, 6.

BERGEN COUNTY.

As has been already stated, the village of Bergen was the first European settlement established on the west side of the Hudson River within the boundaries of New Jersey. This settlement is believed to have been begun in 1658, when certain Hollanders petitioned the governor of New Amsterdam for leave to settle on the west bank of the Hudson. The village of Bergen which sprang up was of pure Dutch stock, and the inhabitants set themselves from the first to provide a church and a school for their community. The school at first was under the care and patronage of the church. The consistory appointed the schoolmaster, who served also as catechist. The instruction was, of course, in the Dutch language until the influx of English and the preponderance of English interests led to the change to the English language.

In 1790 a large brownstone building was erected for what became the academy. A charter had been obtained for an institution to be named the "Bergen Columbia Academy." The trustees of this academy took possession of the lands which in the early grant had been set apart for the support of schools. These lands the trustees in part leased and in part sold and invested the proceeds in interest-bearing securities for the benefit of the academy.

In 1813 the school trustees of the township of Bergen made a claim for these school lands, as belonging to the town and not to a private corporation. After a prolonged controversy the trustees of the academy ceded to the township not only the school lands remaining unsold, but also the invested funds derived from the lands which they had sold, and the academy building and furniture. From that time, therefore, the academy became the free school of the township of Bergen. No other academy has sprung up to take the place of the Columbia Academy, which, however, in its day was a notably successful school of secondary instruction.

Two distinguished schools have existed in Hackensack, which was one of the early settlements of Bergen County. One of these was Lafayette Academy and the other Washington Academy. The former originated in 1825, when trustees appointed by the inhabitants of a part of Hackensack were directed to establish a school for all branches of a classical education. Ground was purchased, and a building was erected for the proposed academy, and, as the organization coincided

in time with the visit (1829) of General Lafayette to the village t gh which he had marched during the darkest hours of the Revolution, they called it the Lafayette Academy. This was maintained as an academy until 1853, when it was sold and a commodious public school erected in its place.

The other important academy was the Washington Academy, which was founded in 1769. It is believed to have sprung out of the discussion in reference to the location of Queen's College, which had been chartered in 1766. There was a rivalry between New Brunswick and Hackensack for the establishment of the college, and when it was finally decided in favor of the former the people of Hackensack were so aroused in reference to education that they resolved to establish an academy of a very superior character.

Mr. Reinen Van Giesse gave the land for the site and the other citizens subscribed the funds, with which they built a large and substantial building. The school was called the Washington Academy. For many years it flourished under able and distinguished teachers. Peter Wilson, a learned Scotchman, who came to America to escape poverty and religious oppression, was the first principal. Afterwards he was called to Columbia College as professor of Greek, where he distinguished himself. During his principalship there was a movement to obtain a charter as a college for the Washington Academy, but owing to the unwillingness of Mr. Wilson to take an active part in it the design failed. The building proving inadequate for the large number who desired to attend, the inhabitants, in 1871, resolved to tax themselves for the erection of another. The trustees of Washington Academy surrendered their charter at this time and it became merged in the public school system of the State, and was thereafter known as District No. 32 in the township of New Barbadoes.

## BURLINGTON COUNTY.

The first grant[1] of land in New Jersey for educational purposes was made in 1682, by the general assembly, to the town of Burlington. The grant covered the island of Matinicunck, which had belonged to Robert Stacey; and it is a tradition in Burlington that he had conveyed it to the colony of West Jersey in order that it might by them be granted to the town of Burlington for school purposes. There are references to this found in the records of the town at various times, showing that this grant has been carefully and honestly used for the purposes intended.

The object aimed at by the schools supported by the island grant was of course only elementary education, and we never find that any part of the proceeds was used for the support of secondary schools. This latter class of education relied on private benefactions, and Burlington

[1] See Leaming & Spicer, Colonial Laws, p. 465. See p. 19.

has been the chief locality in the county where higher education has received any considerable development.

The institutions of higher learning in Burlington were all connected with the Episcopal Church, and owe their origin to the energy and perseverance of Rev. George W. Doane, D. D., the bishop of New Jersey. Almost immediately after his induction into the bishopric and his settlement in his see at Burlington he began to agitate the subject of founding schools of learning which should be connected with the church and impart to the attendants a Christian education. Bishop Doane was consecrated in 1833, and in 1837 the school for girls, St. Mary's Hall, was founded.

### ST. MARY'S HALL.

This important school is still in an active and prosperous state of existence, and has verified in a remarkable degree the object of its founder.

In a circular addressed, "To all who bear the sacred name of daughter, sister, wife, or mother, and to all who honor it," he earnestly appeals in behalf of this school:

> The best teachers in every department of science, literature, and the fine arts proper to such an institution shall be procured, and every possible facility shall be afforded, that its pupils, duly improving their opportunities, may become well-instructed and accomplished Christian ladies. * * * Of the situation, edifices, and grounds selected for the institution, which is the subject of this circular, it would be difficult to speak in terms which would do justice to them without the appearance of exaggeration. The position on the Delaware, a little more than an hour's journey by steamboat or railroad from Philadelphia, and from five to six hours from New York, is unsurpassed for healthfulness, convenience, and beauty. The buildings, nearly new, and built expressly for a female seminary, are extensive and perfectly commodius, with spacious grounds, a well-cultivated garden and greenhouse. The schoolrooms are of the best construction, light, airy, and agreeable; and the whole establishment is fitted up and furnished in the best manner, and will be supplied with fixtures and apparatus of every kind, adapted to the most extended course of female education.[1]

This institution was founded as a stock corporation, the shares of which amounted to $25,000. This sum was to be expended in the purchase of buildings, grounds, furniture, and apparatus. The stock was to bear interest at 6 per cent. The entire control and management of the institution were put into the hands of a board of trustees nominated by the bishop of the diocese of New Jersey, for the time being, and appointed by the stockholders, the bishop being ex officio the president of the board. The shares were immediately subscribed for and the school was begun. The maintenance of the school was dependent on the fees paid by students; but so favorably received was it, and so acceptable was the plan of imparting a Christian education to the children of the church, that from its very beginning it had a remunerative patronage.

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[1] Dr. Hill's History of the Church in Burlington, p. 446.

We learn from Dr. Hills's History of the Church of
the alumnæ of St. Mary's Hall held in 1875 a reunion
sary of Bishop Doane's birthday (May 27). The event
joy and felicity. The graduates of the hall in great nu
earliest years of the school to the latest, gathered in th
ings and grounds and renewed their sweet recollections
their comrades and teachers.

The successive principals of St. Mary's Hall are here e (e)

Rev. Asa Eaton, D. D.....
Rev. Reuben Isaac Germain, M. A.....
Rev. Daniel Caldwell Millett, M. A..... 1855 to
Rev. Elvin Keyser Smith, M. A..... 1858 to ——

BURLINGTON COLLEGE.

The idea of establishing a college at Burlington had been entertained from an early period. Bishop Talbot, who was consecrated about 1722, writes in that year to the secretary of the S. P. G.:

> The society had better never have bought this house, * * * but since they have bought it and can not sell it again for the worth, they had better make a free school or college; it is very well contrived for that purpose. * * * Something of a college must be had here; the sooner the better.

Only a few years after this, in 1728, Mr. Daniel Coxe, who acted as agent for the S. P. G. in New Jersey, writes to the secretary:

> It is reported here and in the neighboring colonies that the society designed to erect a college on some part of the Continent of America for the educating of youth after the manner as is practiced in the University of Oxford and Cambridge, but that they are as yet unresolved what place to pitch upon for that purpose.

Mr. Coxe then strongly recommended Burlington, and recites at great length the advantages which it presents for such a purpose. He says:

> I should with great respect and submission advise for and give the preference to New Jersey, and particularly to that spot of ground where the society's house now stands at the point of Burlington, which, without exaggeration or partiality, I dare aver to be the most pleasant and healthy situation of any place I've yet beheld in America, and will not submit to any other for all manner of conveniencys and necessarys of life.[1]

It was not, however, till long after these prescient views that the college was really founded. In the Episcopal address for 1846 Bishop Doane informed his diocese that a charter had been granted by the legislature for the incorporation of Burlington College. The charter is dated 1846. The bishop announces that arrangements are in progress for opening the preparatory school, as a nursery for the college, on the 1st of November next, under the most promising auspices; that the trustees have purchased a very eligible site, and are disposed to make the most liberal arrangements for the institution. * * * He adds:

> I regard the establishment of Burlington College as certain to give vigor and influence to other institutions. People resort for everything to the place where they

[1] Dr. Hill's History of the Church in Burlington, p. 239.

can find the best supply. Multiply good schools in New Jersey and you increase the flow of scholars in proportion. Let the college of the diocese be established in general confidence as an accepted reservoir where men resort to quench the noble rage for science, and there and similar places will be sought with an eager joy, as fountains among palm trees, to refresh them by the way.[1]

The schools of the church at Burlington, including the college, are warmly referred to in the Episcopal address of 1848. The bishop speaks of them thus:

Burlington College is intended for the training up of pastors. It is designed as a central home for missionary deacons. When, in a few years more, these purposes shall be fulfilled the diocese will have no want of clergy of a proper spirit. There are already there five priests and six young men preparing for the ministry. Ten years, with God to bless us, will double from that source alone the present number of our clergy. * * * Nearly 300 children are gathered now at Burlington. They come from every quarter of the land. They meet as in a common home. They are knit together in the bonds of a mutual love. They will disperse with false impressions corrected, with prejudices removed, with attachments formed, with affections mutually won.

The first annual commencement of Burlington College was held in 1850. Only a small class was then graduated, but among them was an unusual number of names that have since become conspicuous. There were only five, but among them were George Hobart Doane, now Monsignor Doane, of the Catholic Church; William Crosswell Doane, now bishop of Albany; George McCulloch Miller, now a distinguished layman of New York City.

The college continued in operation till 1860. The members graduated were as follows: 1850, five; 1851, six; 1852, fourteen; 1853, seven; 1854, six; 1855, three; 1856, four; 1857, four; 1858, four; 1859, none, and 1860, two. The operations of the collegiate department were then suspended and no further graduations have since been made. The cause of this suspension was the want of any sufficient endowment. Had the eloquent and energetic founder been spared, he would have succeeded, no doubt, in placing the infant college on a permanent and satisfactory basis. Bishops Odenheimer and Scarborough, the successors of Bishop Doane, at various times made renewed efforts to awaken an interest in the college. But colleges, as they are hard to kill, so they are hard to revive when they have become moribund. In 1861 Bishop Odenheimer in a pastoral letter says:

As St. Mary's Hall was designed for the education of our daughters, so Burlington College was planned to give our sons a thorough preparatory and university training. This latter institution has never been adequately sustained by practical sympathy and support. * * * Its discipline and course of study bear the impress of large experience and elegant scholarship, and are perfect for all the purposes of the highest collegiate and Christian culture; and there is only wanted the conscientious interest of the churchmen of New Jersey to make the institution in fact what in its theory it was designed to be by its founder.

[1] Dr. Hill's History of the Church in Burlington, p. 485.

A committee appointed by the diocese reported in 1862 in the same spirit. In part, this committee says:

But your committee notice the want of patronage and interest given to these schools from this diocese. Under the immediate and constant supervision of the bishop, reflecting its highest honor upon the church of New Jersey, yet the proportion of pupils from our own State is not large.

In 1869 a new movement was made in behalf of the college. It had been proposed to erect a monument for Bishop Doane, and for this end a considerable fund had been subscribed. But now it was determined to direct this monument fund to the endowment of a professorship of ancient languages and to name it in honor of Bishop Doane. A committee of eminent graduates undertook to collect additional funds for this purpose, and Bishop Odenheimer gave to it his hearty sanction.

In 1870, at the suggestion of the bishop, the divinity department of the college was resumed with a volunteer set of professors. This and the preparatory department have continued to the present.

We give below the names of the successive rectors of Burlington College:

| | |
|---|---|
| Rev. Benjamin Isaac Haight, M. A | 1846 to 1849 |
| Rev. James Watson Bradin, M. A | 1849 to 1851 |
| Rev. Marcus Ferris Hyde, M. A | 1851 to 1851 |
| Rev. Moses Parsons Stickney, M. A | 1851 to 1852 |
| Rev. Edward Purdon Wright, B. A | 1852 to 1853 |
| Rev. John Lee Watson, D. D | 1853 to 1854 |
| Rev. Hobart Chetwood, B. D | 1856 to 1858 |
| Rev. Edward Miles Pecke, M. A | 1858 to 1859 |
| Rev. Horatio Thomas Wells, M. A | 1859 to 1860 |
| Rev. John Breckinridge Gibson, M. A | 1860 to 1866 |
| Rev. Anthony Ten Broeck, D. D | 1866 to 1879 |
| Rev. Charles Thompson Kellogg, M. A | 1870 to 1872 |
| Rev. Joseph Clerk, D. D | 1872 to —— |

MOUNT HOLLY.

This was one of the most prosperous of the early settlements of West Jersey. The first settlers were Friends, and schools were begun by them almost as soon as their meetinghouses. The first movement for anything higher than a common school education was made in 1810. A company was formed who organized a school, which went by the name of the Academy. In this was imparted an education which could hardly be called secondary, but which was superior to that which was imparted in the ordinary church schools. Joseph Lancaster, the educational reformer, introduced his system of teaching. Besides the Academy, several other schools have at various times been conducted. The Baquet Institute, begun about 1847, was a school for girls. A private school was begun in 1851 by Mr. William L. Kelly, which became a good preparatory school for classics and mathematics.

There is now in Mount Holly a high school conducted as a part of the public school system.

BEVERLY.

There is at this town the school called the Farnum Preparatory School. The buildings were erected in 1855 by Mr. Paul Farnum with the purpose and expectation that they would be the home of the State normal school. But the legislature directed that the normal school should be located at Trenton, and adopted Mr. Farnum's school as a preparatory school for the normal school. A fuller account of it will be found in connection with the normal school in Mercer County.

Bordentown is an old settlement on the east side of the Delaware River. The early schools were, of course, elementary in their character, but in later times the town has become noted as a seat of secondary learning. In 1778 an academy was opened by Burgis Allison. He was a scholarly man, and is said to have been familiar with several languages. He had also a turn for mechanical contrivances, and constructed with his own hands most of the apparatus which he required for his experiments.

It was at Bordentown also that Madame Murat, the wife of Prince Murat, who had been obliged to become a refugee in America, in 1840 established a private school for the education of young ladies.

Rev. Samuel Edwin Arnold, an English clergyman, who for a time had charge of a school at Freehold, established about 1834 a school for the education of boys. This school was prosperous and successful; but Mr. Arnold only continued to conduct it for a short time, when he retired from its management, and the school was closed.

In 1851 Rev. John H. Brakeley begun a female seminary, which was incorporated two years later under the name, which it still bears, of the Bordentown Female College. Dr. Brakeley continued to administer the affairs of this college till 1875, when it came into the hands of Rev. William C. Bowen, who has continued to manage it with great success. It has become a female school of importance, which draws students from a wide territory. The subjects of study are such as are pursued in most female colleges, except that no Greek is in the curriculum. Music and art are pursued with special attention.

The New Jersey Collegiate Institute was begun as a French school for young ladies. It was incorporated in 1868, and in 1881 Rev. William C. Bowen bought it with the purpose of creating it a military school for boys. It is conducted under military discipline, and has had uniform success. It has three courses of study, namely: (1) Academic, in which the studies are English, mathematical, and scientific, with Latin, French, and German as electives; (2) scientific, including English, mathematical, and a larger proportion of scientific studies, and the same electives as before; (3) classical, including English and mathematical studies, together with the Latin, Greek, French, and German as electives. The present principal is Rev. Thomas H. Landon.

Besides these more important institutions there a
private schools in which much of the education is s
character.

The Friends' Academy at Moorestown, near Camden,
institution. The following statistics are taken from th
Commissioner of Education for 1894–95.

Name of school, Friends' High School; principal, J. W. Gregg; numbe ins
ors, 3; number of secondary students, 39; number of elementary s lents,
volumes in library, 150; value of building and ground, $5,000.

## CAMDEN COUNTY.

The history of education in Camden County is in general the same as that throughout West Jersey. Education began with the first immigration of the Friends into the territory. In every place where a meeting house was erected a school was also begun—sometimes in a separate building, but more frequently in the meeting house it The first school was established in 1682, near the old Newton meeti house. It was built of logs and had only a clay floor. The teacher ... this humble building was Thomas Sharp, a young Friend.

A second school was established in 1715 in the home of Jonathan Bolton, near Haddonfield. This, also, was an elementary school, and was maintained by the Friends.

In 1750 the Scotch-Irish, who had begun a thriving settlement at Blackwood, erected a schoolhouse for the benefit of the settlement. The earliest teachers in this Presbyterian school were named Thackara, who were Friends. Subsequently schools were established in various places as they were required by the growing settlements. As the country became more thickly settled and the people more prosperous and wealthy, better schoolhouses were required. The log schoolhouse gave place to the frame; glass windows were introduced; and, in modern times, in all the more prosperous towns, the schoolhouse came to be built of brick.

All these early schools were pay schools. Parents paid a certain fee for each scholar in attendance. Usually the fee was about 3 cents a day for each pupil. Mr. F. R. Brace, former county superintendent, to whom we are indebted for most of these details, says in his chapter on education in the History of Camden County, that—

> the pupils in the schools in those days were not classified except in reading and spelling, and the classes in reading were so numerous that almost the whole forenoon was occupied in hearing them. The schools were kept open three months in some places and the whole year in others, the average time being about six months. * * *

The requirement of a fee for attendance necessarily prevented poor people from sending their children. But the improvement in the State school laws was rapidly taken advantage of, and the common schools of Camden County have advanced to a place equal to any in the State.

The only institutions of secondary education which appear in the History of Camden County are the Camden Academy and the Gloucester High School. The latter was founded in 1803 and was conducted with varying success for many years.[1]

The public-school system has been energetically pushed and has supplied most of the educational wants of the city. The immediate proximity of Philadelphia, with its excellent schools of all kinds, has been, no doubt, the reason that Camden did not develop institutions of a high grade. In the meantime, the wants of the community in their ordinary aspect have been well supplied by the numerous excellent public schools which have from time to time been established. As a part of this system a high school has been begun, which is reported to be in a prosperous condition.

### CAPE MAY COUNTY.

There are no schools of secondary grade in Cape May County. The public schools are of a substantial character, but are all of the elementary grade. This county extends far into the ocean, and the inhabitants are largely devoted to fishing.

### CUMBERLAND COUNTY.

The chief educational institution in Cumberland County is the West Jersey Academy[2] at Bridgeton. The first movement toward its establishment was made by Rev. Dr. Samuel Beach Jones, who in 1850 presented to the West Jersey Presbytery a written memorial recommending to this body the founding of a high grade academy within its bounds. The recommendation was adopted and the Presbytery appointed the first board of trustees. This board took steps immediately to appeal for funds with which to erect a building and start the designed school. They proposed to raise $10,000, on the condition that no subscription should be binding until $8,000 were subscribed. The contributions toward this sum came in very slowly; so that in two years thereafter—that is, in 1852—only a trifle over the $8,000 had been subscribed. Meanwhile an act of incorporation had been obtained and a site provisionally purchased. The cornerstone was laid in August, 1852, and in due time the building was completed. The school was opened in 1854. From insufficient means the academy had for a time a struggle for existence. It was closed for a number of years, but has been reopened under better auspices. The present principal is Phoebus W. Lyon, A. M. It is conducted as a military school, the State military authorities furnishing the necessary arms and accouterments.

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[1] The Gloucester High School is reported in the Report of the United States Commissioner of Education for 1892-93, as having 4 teachers and 20 scholars in the secondary grade. William Dougherty has been for many years the principal.

[2] We are indebted to Principal Phoebus W. Lyon for the facts concerning the West Jersey Academy, which he recited in a paper read at the centennial anniversary of the Presbyterian Church at Bridgeton in 1892.

The departments of study taught in the school ar[illegible] modern languages, mathematics, and English. It is [illegible] schools of its class—both a college preparatory school [illegible] so a business school. In the Report of the United States C[illegible] sioner of Education for 1892–93 it is returned as having 7 t[illegible]rs and 78 scholars in its secondary department. Twelve students we[illegible] graduate[illegible] from a four years' course in 1895.

SOUTH JERSEY INSTITUTE.

This school was established in 1865 by the West New Jersey Baptist Association. It was incorporated in 1866. Baptist friends in Bridgeton gave $10,000 on condition that it should be located there. Buildings, grounds, and furniture were procured at a cost of more than $50,000. The debt left on the school after the completion of its building was wiped out during the centennial year (1876). It is a school for both boys and girls. In 1892–93 it was reported as having 14 teachers and 176 scholars in the secondary grade. Thirty-two scholars were graduated in 1893.

Besides these schools there is also the Ivy Hall School, a seminary for young ladies, established in 1859 by Mrs. Margaretta Sheppard, and which with some untoward vicissitudes has continued to this day.

In the borough of Vineland there has always been an active sentiment in favor of good schools. As an important part of the public school system the Vineland High School was established in 1870. It was formed by the consolidation of three separate school districts, and comprises within one building not only a department of secondary learning, but also subordinate departments. It contained in 1892–93 3 teachers and 116 scholars—boys and girls—in the secondary grade. Twenty-one persons were graduated in 1893. H. J. Wightman was at that time the principal.

ESSEX COUNTY.

Few counties in the State have had a more interesting educational history than Essex, in which the city of Newark is situated. Settled, as it was, by intelligent and freedom-loving emigrants from New England, it was one of the centers of education and spread its influence in every direction. We have given on a preceding page an account of the general educational progress of Newark and its surroundings. It remains here to give a fuller account of the institutions of secondary education, which have given them a distinctive prominence in the State.

One of the earliest of the advanced schools in Newark was that begun by Rev. Aaron Burr, then the pastor of the Presbyterian Church in the town. It was designed by the pastor as an aid to his work in his church. He was a graduate of Yale College and was a man of scholarly tastes and habits. He gave whatever time he could spare from his pastoral duties to the work of teaching in this school. The

chief object was to give a higher training than could be obtained in common schools, and particularly to prepare clever lads for college.

A charter for the College of New Jersey had been granted in 1746, and Dr. Jonathan Dickinson, of Elizabeth, had been appointed president. The college was opened in connection with a classical school conducted by Dr. Dickinson. But, in consequence of his death in 1747, the infant college was removed to Newark and put under the care of Rev. Aaron Burr, who had begun a classical school as above stated. When in 1756 the college was permanently removed to Princeton, Dr. Burr, as president, went with it, and his classical school at Newark was abandoned.

As early as 1774 land had been granted for a Latin grammar school and a stone building had been erected for the accommodation of a day school and for the lodging of those who might wish to live at the school. This building was destroyed in 1780 by a British foraging party, and no steps were taken to renew it until 1792. At this latter date an association was formed for the erection of a classical school, which has since been known as the Newark Academy.[1] A site was bought and a building was erected. St. John's Lodge of Masons united in the erection of this building on condition that the third story should forever belong to them for a lodge room. The association above referred to was incorporated in 1795, and Rev. Dr. Alexander McWhorter, the pastor of the Presbyterian Church was made president of the board of trustees.

The trustees endeavored to obtain from the United States Government some remuneration for the destruction of the old academy building by the British, but without success. Some difficulty was experienced in procuring funds for the construction of the building. For the purpose of obtaining relief the trustees petitioned the legislature for leave to hold a lottery for the benefit of the academy. This was granted, and commissioners were named to arrange for drawing a lottery not to exceed £800. Another notable subscription was that of a man who gave as his contribution a negro man called James. One of the trustees, Rev. Dr. Azal Ogden, was authorized to sell him "for as much money as he would sell for" and to turn in the amount to the academy. This he did, and the academy got £40.

During an early period of the academy—1802 to 1809—both boys and girls were received as students. But at the latter date the two departments were separated and a principal was employed for each. Rev. Samuel Whelpley was appointed principal of the male department and Mr. Timothy Alden principal of the female department. The female department was, however, not continued.

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[1] In January, 1892, the centennial anniversary of the Newark Academy was celebrated, and many of the facts here stated are taken from the report in the Newark Daily Advertiser of an historical address delivered on the occasion by William R. Weeks, esq. Atkinson's History of Newark and William H. Shaw's History of Essex County have also been consulted.

In 1855 the academy was reincorporated, the stock to
For two years at this time a female department was m
this was again abandoned, and since that time the ac
conducted only as a school for boys.

The present principal, Samual A. Farrand, Ph. D., be
in the academy in 1859. He continued till 1865, when
returned in 1875, and has since remained. The ac
departments for preparing lads for college, for scientific
for a business life.

The Newark Seminary is a private school for females, which is reported in the Report of United States Commissioner of Educ (1892–93) as being under the charge of Miss Whitmore as principal It has 3 teachers and 30 schol ndary grade.

The Newark High School, w was established in 1855, is an institution of a sterling character and is doing much for the educational advancement of the city. T John Whitehead, F. W. Ricord, and Stephen Conger the city is chi ny indebted for this topmost institution of their public instruction. I ah Peckham, still living, was the first principal; and the present pri ipal, who has held the office for twenty-five years, is E. A. Hovey. Th school has nearly 30 teachers and 1,129 scholars in all departments. In 1895 there were graduated 69 persons from a four years' course and 34 from a two years' commercial course. About 80 boys and 65 girls are reported as preparing for college. The value of the present grounds, buildings, and equipments is given as about $75,000. As these are inadequate to the wants of the school, a new high-school building is to be erected, for which a site has already been bought and the city has appropriated $300,000.

The Oranges, situated on the beautiful hills west of Newark, have always been a thriving and picturesque region. No large cities have grown up among these hills, but the whole territory is almost one continuous suburban settlement. The ground covered by Essex County includes the townships of Orange City, South Orange, West Orange, and East Orange. The settlers in this region were mostly of the same nativity and characteristics as those of their neighbors at Newark and Elizabeth.

An academy was probably established in what is the city of Orange about 1785; that is, just subsequent to the war of independence. This school was only a private school designed for the children of those who could pay. It is doubtful if it was in any respect what might be called a secondary school. In 1823 the Presbyterian Church in Orange established a school which also was called an academy, but which was really only a parochial school, in which the children of the poor were educated gratuitously, while those who could afford it paid tuition fees. The subjects taught, besides the common elements, were "English and the learned languages, the arts, and sciences." In this school many influential men were taught and prepared for college.

In 1847 the Brick Church Young Ladies' Seminary was established. Its purpose was to give a liberal education to the young women of the vicinity, and also to serve as a boarding school for those who might be attracted thither from a distance. This school continued for about ten years and was then abandoned. There were a number of other private schools which, in a certain way, were secondary schools. But the advent of the public school to a great extent destroyed the necessity for private schools and academies. The high school, which was established as a part of the public-school system, is now almost the only institution where secondary instruction is imparted. It is situated at South Orange, in connection with one of the public schools, and, according to the Report of the United States Commissioner of Education for 1892–93, had 2 teachers and 42 scholars. In the preceding year it graduated 6 students and had 2 preparing for college.

In Montclair there were several early schools which, besides giving elementary instruction, were also designed to teach subjects preparatory for college. These were chiefly connected with the churches, and generally the instruction in higher branches was given by the pastors. A high school was begun in 1860, which rapidly developed into an important secondary school. In 1866 improvements were made in the building and in the facilities for instruction. In 1892–93 this high school was reported as having 7 teachers and 207 scholars in the secondary grade. Twenty persons were graduated from the school during the preceding year.

The Montclair Military Academy is a private school of a high character. It is chiefly a boarding school, and the studies are such as are fitted to prepare lads for college or for business careers. It is conducted as a military school, and the grounds and buildings are well adapted for the military and academic purposes. There is a primary and kindergarten department, which is situated in a separate building. The principal of this school is J. G. MacVicar, A. M., and with him are associated 6 other instructors. The attendance is about 70, of whom about 10 are in the primary and kindergarten department.

The proximity of Bloomfield to Newark and Orange led to an early and considerable development in the direction of education. Like these settlements, Bloomfield had its early schools associated with the churches. The first academy was started in 1807. Dr. Charles E. Knox, in his history of Bloomfield Township, contributed to the history of Essex County, says that "it seems in its highest days quite to have surpassed in reputation the academies of Newark and of Orange, whose origin preceded." It was built on the stock plan, and of course tuition fees were charged. The immediate object of its establishment was the training of young men for the ministry. In its palmy days the academy had in its classical department from 30 to 40 young men of mature age. At one time this school was the principal seminary of learning in this part of the State.

It was conducted from 1816 to 1826 by Rev. Amzi Armstrong as a private school, but at the latter date it was transferred to the Presbyterian Education Society. The building, after having passed through many changes of administration, was sold to the board of directors of the German Theological School. It is still in use by them for their seminary, with its academic and theological departments.

Female education received a powerful stimulus by the seminary conducted by Mrs. Harriet B. Cooke. It was begun in 1836 and conducted by her, and later by herself and her son. She died in 1861. She states in her Memories of My Life Work that 1,850 pupils were trained by her.

As in other localities, the growth of the public-school system drew away interest from the academies and private schools. A high school was established in 1872 and is still conducted with the usual curriculum, including the studies preparatory to entering college and the branches fitted for a business life.

### THE GERMAN THEOLOGICAL SCHOOL.

This institution[1] of theological learning was begun in 1864 with the object of training young men for the ministry of the Presbyterian Church among the Germans of the country. Rev. Charles E. Knox, D. D., is its president. In respect both to its professors and its directors the school is subject for its approval to the general assembly of the Presbyterian Church. It was begun at first in the city of Newark, where the German and American pastors were the only instructors. But in 1872 the property of the old Bloomfield Academy was purchased and the institution began its regular career. It retained and still retains its original name, "The German Theological School of Newark, New Jersey." Of course the first object is to train young men for the ministry among the Germans; but as a preparation for this theological training an academical department is also maintained where classical, mathematical, and scientific studies are pursued.

There is a small endowment, including the value of the buildings and grounds, the foundation of a professorship, and of a scholarship. The expenses of its management, when not met by this endowment, are provided for by individual and church contribution.

We take from the last Report of the United States Commissioner of Education, referring to the academic year 1894–95, the following statistics of this school:

Name, German Theological School of Newark; church, Presbyterian; president, Rev. Charles E. Knox, D. D.; professors, 3; special instructors, 2; students, 21; graduates, 5; value of ground and buildings, $25,000; endowment funds, $53,000; volumes in library, 4,500.

There is at the village of Summit in this county a school called the Summit Academy. It is an unincorporated private school, which was

[1] The facts given are taken chiefly from the article contributed by President Charles E. Knox, D. D., to the History of Essex County.

established in 1885. James Heard, A. M., has been the principal from the beginning. It is solely a boys' school, and during the last school year about 35 scholars have been in attendance. Of these, 20 are reported as preparing for college. The value of the grounds, buildings, and equipments is estimated at $1,600.

### GLOUCESTER COUNTY.

The first schoolhouse built in Gloucester County was at Woodbury in 1774. It was a Friends' school and under the control forever of the society. The Woodbury Academy was established in 1791. Like many of its comrades at this time the money for the building was raised by a lottery. Some eminent men received part of their education here, among them Commodore Benjamin Cooper and Commodore Stephen Decatur. Rev. Andrew Hunter, pastor of the Presbyterian Church, was the first teacher.

Swedesboro was one of the earliest settlements in Gloucester County. It was settled by the Swedes about 1638. But the Swedes were never successful colonists, and this incipient town came into the possession of the English. The first school was begun here in 1771, Rev. John Wicksell having instigated his people to the building of a schoolhouse and organizing a school. It was in this school that Rev. John Croes, afterwards bishop of New Jersey, taught, in connection with his rectorship of the Episcopal Church. A new building was erected in 1812, which continued in use till 1872, when it was sold at auction. A new building was then erected, which still is in use. This school went by the name of the Swedesboro Academy, and was supported by the fees of the scholars and by money raised by the vote of the town. It has now become a part of the public-school system.

### HUDSON COUNTY.

Hudson County was set off from Bergen County in 1840. It covers the territory on the west side of the Hudson River from Bergen Point northward, including Jersey City, Hoboken, West Hoboken, Bayonne, and Weehawken, besides several townships along the Passaic River, and likewise on the north and northwest. The early schools established in the territory belonging to this county have already been referred to. It is only necessary to mention in detail the secondary schools which in comparatively recent times have sprung up.

The city of Hudson, now forming a part of Jersey City, was at first set off from Bergen County as the township of Hudson; then in 1855 it was incorporated as a city, and finally it was consolidated in 1870 with Jersey City. In 1865, in connection with the public schools of the city, a normal school was established for the purpose of training teachers for the city schools. It was only held on Saturdays, and the teachers were the principals and other subordinate teachers of the city schools.

In the same year a high school, at first on a small scale, was begun;

but in 1869, owing to the impossibility of supplying i [illegible] degree the teachers that were required by the public s[illegible], the school was discontinued.

What now composes Jersey City is the consolidation of many separate communities. The first steps taken to provide educational facilities for the growing town consisted in the establishment of public elementary schools. Much agitation continued for years concerning the establishment of a local normal school to supply teachers; but it was not until 1856 that such a school was begun; and then it was only continued till 1878, when a normal class was instituted in the high school.

The high school above referred to was begun in 1872. It was organized with special reference to the giving of advanced education to students of the city public schools. There were three courses of study, viz, a classical course for such as designed to enter college; a commercial course for young men who purposed to enter at once on a business career, and an English course especially designed for girls who were about to finish their education with their graduation from the high school. Arrangements were made in this school to provide pedagogical instruction for those who purposed to become teachers. This school has been of the greatest benefit to the city, and has been continued without interruption to the present.

In the Report of the United States Commissioner of Education for the academic year 1892–93 the Jersey City High School is returned as having 15 teachers and 240 scholars—17 scholars preparing for college in the classical course and 27 in the scientific course—and having graduated 70 scholars from the school in 1893.

The Hasbrouck Institute deserves especial mention in connection with the educational facilities of Jersey City. It was established in 1856 by Dr. Washington Hasbrouck. It was begun and still continues as a private unincorporated school. It is now (1896) one of the largest and best equipped preparatory schools in the State. It has a fine building on the corner of Crescent and Harrison avenues. The value of the grounds, buildings, and equipments is estimated at $100,000. It has no separate money endowment, and is supported entirely by the fees derived from the scholars. These vary from $40 per annum in the kindergarten department to $120 in the academic department. There are both a male and a female department, together numbering 345 students. There were 18 graduates in 1895, and 30 males and 10 females preparing for college.

Dr. Hasbrouck, who founded this school, was appointed principal of the State Normal School in 1866. Since that time the Hasbrouck Institute has been under the care of Principal Charles E. Stimets, who has associated with himself Horace C. Wait, as vice-principal. During its long and prosperous career about 500 students have been graduated, and about 200 have been sent to college.

In Hoboken, which adjoins Jersey City on the north, there has sprung up a remarkable group of educational institutions. The population of the town is composed in large part of families of German nationality. Under their auspices the Hoboken Academy was chartered and established in 1860. The plan of organization and the methods of instruction are in a great measure of the German rather than the American type. The academy was incorporated as a joint stock enterprise, with the distinct understanding that all income from the stock should be used for the benefit of the institution. The course of study extends from a kindergarten department to a department in which the students are prepared for college.

The returns of the Hoboken Academy, as given in the Report of the United States Commissioner of Education for the year 1892–93, represent it as having 4 teachers and 87 scholars of the secondary grade. There were 13 pupils graduated from the academy in 1893.

But the most important institutions of learning in Hoboken are those founded by the will of the late Edwin A. Stevens. He directed that a plot of ground be set apart for the site of an institution of science, and that $150,000 be paid from his estate to the trustees of this institution; and then, if in the opinion of the trustees it was necessary, a further sum of $500,000 was to be paid over. This has been done. The institution was incorporated in 1870, under the name of the Stevens Institute of Technology.[1] Henry Morton, Ph. D., was appointed president, and the buildings were immediately begun. The school has taken a high rank as a general school of science, especially in the direction of mechanical engineering. A workshop with all convenient appliances was fitted up by President Morton and presented by him to the trustees of the institute.

A preparatory department, under the name of the Stevens High School, was also established. The primary object of this school is to prepare students for the Stevens Institute; but there are many students in attendance who do not, and do not design to, enter the parent institution. There is in this school a classical department where students are prepared for entrance into the usual literary colleges. In 1893 this school is returned as having 13 teachers and 237 scholars. There were 66 young men graduated from the school in 1893. The present principal, who has held the place from the opening of the school, is Rev. Edward Wall.

## HUNTERDON COUNTY.

This county is contiguous to the Delaware River, and its nearness to Trenton and to other educational centers has prevented it from developing any great amount of enterprise in this direction. No secondary school has been established at Lambertville, which is the largest and most important place in the county.

[1] A sketch of the Stevens Institute, furnished by President Morton, will be found on a subsequent page.

At Flemington, the county seat, the first school seems to have been established in 1760. Then, in 1826, there was a brick schoolhouse, known as the Academy. In this building a classical school was established, and continued for a good many years. What was known as the High School was established by the Baptists in 1855, but it went out of existence after a few years. Then the Reading Academy was founded with a bequest left for the purpose by Daniel K. Reading. The building has been several times enlarged, and the school has been a most useful element in the growth and development of the town.

In the township of East Amwell secondary education received for a time unusual development. Rev. Andrew B. Larison, a Baptist clergyman, entered into an arrangement with his brother, and started at Ringoes a seminary for girls. The first term began in 1870, with a faculty in which C. W. Larison, M. D., was the teacher of natural science. With many successive changes in the faculty this school continued, and has been a most potent institution for good in this part of the State.

Another ambitious institution in this little village of Ringoes, in East Amwell, was founded in 1875 under the name of The Academy of Science and Art. It was mainly the idea of Dr. Cornelius W. Larison, who was the teacher of science in the seminary at Ringoes. He began to teach science in a more advanced degree than was required in the seminary. He had, of course, only a small number of pupils, but he arranged for them a curriculum of studies which included not only the science which he taught them, but also mathematics and English branches which were taught by others. With a view of imparting a practical training in the branches of natural science which he taught, Dr. Larison frequently conducted his classes to the surrounding mountains, where they might learn the secrets of nature amid the scenery where she loves to display them. Dr. Larison continued these classes till his election to a professorship at Lewisburg, where he had graduated.

## MERCER COUNTY.

This county is noted above all others in the State for its institutions of higher education. Besides the College of New Jersey and the theological seminary at Princeton, there are a number of other eminent schools of learning of different kinds. The removal of the College of New Jersey from Newark to Princeton in 1756 was the most potent cause in instigating the establishment of schools of learning in the vicinity. It will not be necessary to dwell upon the history of the college or the seminary, because separate and adequate accounts of them will be found below.[1] Beginning with the city of Trenton, we will give some account of the various other schools in Mercer County:

The Trenton Academy was the oldest of the advanced schools in the city. It was founded in 1781 as a stock institution. The original

[1] See the History of the College of New Jersey, by Prof. John De Witt, D. D., LL. D., and the History of the Princeton Theological Seminary, by Rev. J. H. Dulles.

shares amounted to £270, subscribed by prominent citizens. The school was opened in 1782 with pupils of both sexes. It was chartered by the legislature in 1785, and was authorized in 1794 to raise money by means of a lottery for its benefit. Twelve hundred and sixty-three dollars were obtained by this means. The Trenton Academy has had a long and very useful existence, and has trained many men of eminence and learning. It had many ups and downs in its career. The most capable and successful of its more recent principals was the Rev. David Cole, D. D., who was one of the active and influential movers in the events which resulted in the establishment of the State Normal School in 1855. He continued to remain at the head of the Academy until 1857, when he became professor of Greek and Latin in the normal school. He remained, however, only one year, when he gave up his professorship and became a pastor.

After the departure of Dr. Cole the old Trenton Academy lasted for awhile, but finally it was closed and the building was purchased by the city for one of its schoolhouses, and it is still in use in the public school system.

The normal school was authorized by the legislature in 1855. The purpose, as defined by the act, was "the training and education of its pupils in such branches of knowledge and such methods of teaching and governing as will qualify them for teachers of our common schools." The buildings, which were the gift of the city of Trenton, were at once begun, but in the meantime the school was opened in a temporary building. The permanent buildings were completed and occupied i March, 1856. The first principal was William F. Phelps, who h the place until 1864, when he went to Minnesota as principal of State Normal School there. The successive principals have been follows:

| | |
|---|---|
| William F. Phelps | 1855 to 18 |
| John S. Hart | 1864 to 1 |
| Lewis M. Johnson | 1871 to |
| Washington Hasbrouck | 1876 t |
| James M. Green | 1889 t |

There is also a model school connected with the normal sch was established in 1858, and which was designed as an school, where the normal scholars can observe the best instruction and can be trained to a correct theory and pr training of children.

Mr. Paul Farnum, of Beverly, had erected a build desired the State to accept as a home for its normal sentiment of the State was in favor of having its norm capital. Hence the school at Beverly was given to the the building and an endowment of $20,000, on conditi make the school a preparatory department of the Sta and appropriate annually the sum of at least $1,20

Under this arrangement the State Normal School has been conducted down to the present time. The State appropriates $28,000 annually for the support of the institutions. The model school is self-supporting, its earnings for the year ending June, 1895, having been $23,349.

In connection with the public school system of Trenton, a high school was established in 1874. The curriculum includes the usual branches of a secondary school, and is intended to train both boys and girls for college or for practical life. The attendance is large and from all classes of society. For the year 1892–93 there were 11 teachers employed and nearly 300 scholars in attendance.

In 1790 a movement was begun in Princeton to establish an academy. A number of the leading men of the place, by individual contributions, raised the funds for starting an academy, which was incorporated in 1795. A building was erected on the grounds of the Presbyterian Church, where the school was conducted until 1815, when the building was removed from the church lot.

Another joint-stock academy was begun in 1822, of which Rev. Dr. Robert Baird was at one time principal. But this school was not permanent and ceased to exist after a few years.

A private preparatory school, called the Edgehill high school, was established in 1829 by Robert B. Patton. It was strictly a boarding school, and was managed by a succession of able men. It was finally, in 1869, sold into private hands and ceased to be conducted as a school. While it lasted it was justly renowned as a preparatory school of the the first class. It sent many students to Princeton College, to which it was essentially a feeder.

LAWRENCEVILLE SCHOOL.

The most richly endowed secondary school in the State, and no doubt the best organized and conducted, is the Lawrenceville school. It owes its present superb outfit to the trustees of the John C. Green estate, who bought the beautiful property of the old Lawrenceville high school and expended upwards of $1,000,000 upon the grounds, buildings, and equipments. They also endowed the school with a money endowment of about $400,000. It was designed as feeder for Princeton College, and its trustees and head master are all connected with the Presbyterian Church. It is conducted as a boarding school, each of the masters having charge of a separate house, in which a specified number of boys are lodged and fed and cared for. The inmates of each house take their meals with the family of the master, and are designed to form a Christian household. The cost of tuition and board in one of these houses is from $400 to $650.

The instruction is organized in seven departments, viz: Latin, Greek, mathematics, English, modern languages, science, and elocution. The purposes proposed by the school are: (1) to furnish to the pupils an adequate preparation for any American college or scientific school, and

(2) to provide a sufficient culture for entering upon ar without a college course. All students are require during the first three years of their attendance at course of study extends through four years, but in th unusual ability the time may be shortened; and in ma time may be required.

The present head master, who has held the position of the school in 1883, is Rev. James C. Mackenzie, Ph. of students—all boys—is 329. Forty-three boys we the school in 1895. Nearly the entire number i preparing to enter college.

PENNINGTON SEMINARY.

The Pennington Seminary was founded in 1838 Pennington, Mercer County. The Rev. John K. Sl clergyman, was its founder. Through his influenc Methodist Conference purchased the property and p for the institution. Its beautiful situation, and its b ings, together with its scholastic advantages, have ma institution. During its existence of more than hal had seven principals. Rev. Thomas O'Hanlon, D. D. ent principal, has been at the head of this school for n and has done more than all his predecessors to rais high position. Its grounds, buildings, and equipmer about $165,000, and it has some trifling sums invested ment. It is supported by the fees of the students, w annum. It contains both a male and female departn ever, are entirely separate. In the former young mer college or for a business career.

By an act of the legislature passed in 1854 the tru nington Seminary were authorized to confer on thei the degrees of mistress of English literature, and r arts. In compliance with this authority these degre on 239 graduates between 1855 and 1894.

There were in 1896 18 teachers and 150 male and 9 Twenty students were graduated from the semina principal in 1896 reports 50 male students as preparin 10 female students.

The studies pursued in the school vary with the a students. There is a first-class classical course, wh paring for college may receive a good training. There in art and music and belles lettres, where the stud training better than usual. In all respects the i thorough and well-balanced character.

Since the above was written Dr. Mackenzie has resigned his

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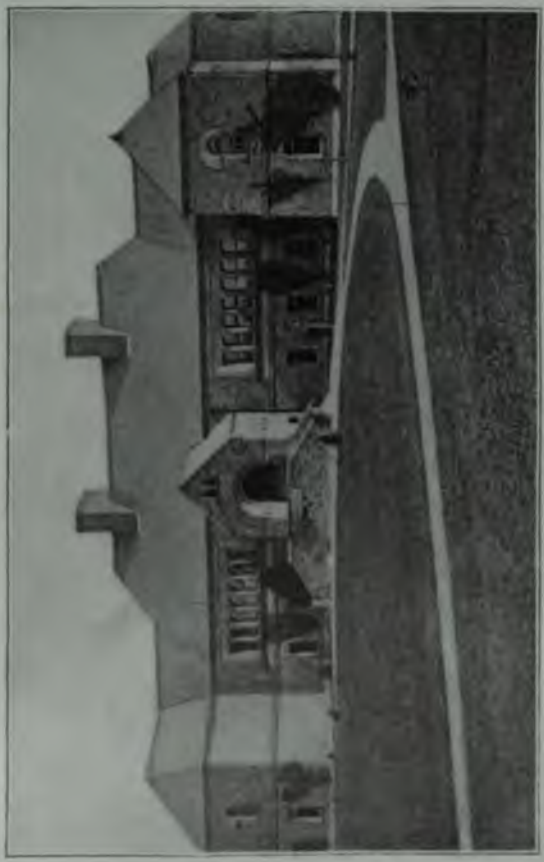

MEMORIAL HALL, LAWRENCEVILLE.

UPPER HOUSE, LAWRENCEVILLE.

## PEDDIE INSTITUTE.[1]

The Peddie Institute was first proposed at the New Jersey State Baptist Convention in 1863, at which it was resolved that a denominational school was desirable and that when $10,000 was subscribed the design should be entertained as feasible, and that the location should be fixed when the money was subscribed. Baptist denominational schools had been established on several preceding occasions. As early as 1756 a Baptist school was opened at Hopewell, N. J., under Rev. Isaac Eaton, who was the pastor of the Baptist Church, as principal. The second school of this kind was founded at Bordentown in 1778 by Rev. Dr. Burgess Allison. It continued to 1790, and was of great benefit and influence. A third denominational school was established in 1830 at Sandy Ridge, under the name of the Rittenhouse Labor School. A fourth was an academy at Plainfield, which was begun in 1834 and continued ten years.

The early attempts to launch the Peddie Institute were discouraging. But the persistence of Rev. J. C. Hyde at last conquered. Mr. Thomas B. Peddie, of Newark, became interested in the enterprise. After some smaller sums he contributed $25,000 in 1870, on which occasion the school was called, after him, the Peddie Institute. The buildings were begun at the village of Hightstown, on the Camden and Amboy Railroad. Before the completion of these buildings several severe difficulties arose, and once the property was about to be sold under mortgage, but through the generosity of Mr. Peddie and others these difficulties were finally overcome. In his will Mr. Peddie made a bequest to the school of $40,000 as an endowment, which sum was increased by others to $70,000. In 1893 the widow of Mr. Peddie increased this endowment by the sum of $100,000, so that the school has now an endowment of $170,000.

Other important gifts have been made to the institute. The Longstreet Library and Science Building is the gift of Jonathan and Mary Longstreet, who contributed about $15,000 for the building and also a library fund for maintaining it. A valuable scientific collection is also in the building. In 1890 Mrs. Peddie purchased Peddie Park for the institute, which consists in part of wooded ground. The whole establishment constitutes one of the most complete and admirable institutions of secondary education in the State.

There are about 15 teachers and from 200 to 225 scholars. Three courses of study are furnished, viz: (1) Preparatory, (2) Latin-scientific, and (3) English. The dominant aim of the instruction is good scholarship and the development of Christian character.

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MIDDLESEX COUNTY.

We have already referred to the first steps in education taken a Woodbridge and Perth Amboy. No schools of a secondary grade hav been conducted at these most ancient localities. At New Brunswick however, there has been a succession of institutions which have ren dered it a center of education. Of the earliest schools it is not neces sary to speak further. There is, however, the old Lancasterian school which only went out of existence at the death of Mr. A. W. Mayo the last schoolmaster. Mr. William Hall in 1803 bequeathed t trustees a sum of money, amounting to about $4,000, "in trust to b expended by them in educating the poor children of the city of Ne Brunswick." The trustees employed a succession of teachers, the las of whom was, as we have stated, Mr. Mayo. The school was opened i 1814 in the building which for a time had been occupied by Queen' College, and was removed down Schureman street below George. Thi opening corresponded in time with the educational movement in favo of the Lancasterian system of teaching. The school was therefor at first conducted on the monitor plan, and was so continued for man years, so that, even during Mr. Mayo's incumbency, when the Lanca ter methods had been long discontinued, it was known as the "Lancaste School." Since the death of Mr. Mayo the trustees have granted th income of this fund to the "Children's Industrial Home," where th inmates, who may justly be called "poor children," receive an educatio suited to their wants.

It is not necessary to give here a history of the movements tha resulted in the establishment of Rutgers College. These will be foun detailed below.[1] But something may be said of the grammar school which in history goes back to the time of the origin of the colleg itself. The minutes of the college between 1770 and 1782 have been lost and only occasional references to its affairs or those of the gramma school can be found in the newspapers of the day. During the Rev lutionary war the college, as well as the grammar school, was compelle to leave New Brunswick, and for a time were conducted at Rarita (now Somerville). The following announcement in the New Jerse Gazette, 1778, shows the existence of the grammar school:

> The public are informed that a grammar school is open at Raritan, Somers County, where decent accommodations for young gentlemen can be had at the mo erate price of £30 per annum. * * * The faculty of Queen's College, having th care and direction of the school, will make it their particular part to attend to th education and conduct of the youth.

October 3, 1782, the following statement of the attendance at th college and grammar school (having returned to New Brunswick) i given:

Four students in the senior class of the college, 1 student in th junior class, 1 student in the sophomore class, 12 in the freshman clas

[1] See the history of Rutgers College, by Rev. D. D. Demarest, D. D., on anoth page.

PEDDIE INSTITUTE—MAIN BUILDING.

8 in English school. Grammar school: Five in upper c
class, 40 in the whole.

The grammar school has had a variety of experiences an
a most useful adjunct to the college. Some of its rect have
distinguished not only in the management of the scho
other and subsequent lines of life. Thus, Andrew Kir
wards chief justice of New Jersey, was rector 1783 to 1
Croes, afterwards Episcopal bishop of New Jersey, w rect
1808.

New Brunswick has had a number of notable schools for the ed
tion of young ladies. Dr. Croes, during the time he was recto
Christ Church, was also a teacher in a female school. M
many years, to the time of her death, in 1871, conducted a femal
which was justly famous and which served to educate a large part
the girls of New Brunswick. A girls' school is now conducted by the
Misses Anable which in a certain degree may be considered the successor of Miss Hoyt's school.

The present flourishing high school in New Brunswick was opened about twenty years ago. It is designed to serve as the apex of the public school system of the city. It has a classical department competent to prepare in a suitable manner students who wish to enter either male or female colleges.

## MONMOUTH COUNTY.

The early schools in this county were chiefly at Freehold, and the only secondary schools of an early date which require mention here flourished in this ancient town. There were several pay schools, where the classics and other branches necessary for admission to college were taught as early as the time of the war of independence. Rev. Andrew Fowler, who was rector of St. Peter's Church, conducted such a school about the year 1800. But it was more than a quarter of a century after that when the more important educational enterprises were begun.

One of the earliest of these was the Freehold Academy. It was established in 1831, and the early teachers were James McBurney, Rev. Samuel Edwin Arnold, and others. In 1836 a movement was begun to build a new structure for the academy, the old building having become inadequate. The records of the academy are very imperfect, but it is probable it was incorporated in 1837, and there is no doubt that the new building was then occupied. It is said that Maj. Gen. James Shields, afterwards in the United States Army and United States Senator from Illinois, was once principal of this academy. The usefulness and efficiency of the academy lasted for many years, but finally, after a period of decadence, it was absorbed into the public school system.

What was called the Freehold Graded School was opened in 1874. This was not in any strict sense a secondary school; yet it contains a department in which the higher English branches are taught. In 1893

management the school continues to flourish. In the United States Bureau of Education Report for 1892–93 the Young Ladies' Institute is returned as having 7 teachers and 45 scholars. Seven young ladies were graduated in 1893. Four persons are reported as preparing for college. The alumnæ were preparing to celebrate the semicentennial anniversary of the school in June, 1896.

Besides the secondary schools above enumerated, the Report of the United States Bureau of Education for 1892–93 contains the record of two others, viz: (1) The high school at Keyport, with 4 teachers and 75 scholars in the secondary grade. Fourteen scholars were graduated in 1893, and 5 were preparing to enter college. S. V. Arrowsmith was at the time of this report the principal. (2) The high school at Red Bank, with 4 teachers and 47 scholars of the secondary grade. Sixteen scholars were graduated in 1893. Richard Case was at that date the principal. (3) The Glenwood Collegiate Institute at Matawan. This was founded in 1835. The present principal is Charles A. Jagger, A. M., Ph. D.

### MORRIS COUNTY.

As has been recorded, Mr. Theodore Frelinghuysen, in a report concerning schools in 1828, says: "It is probable that this county more richly enjoys the advantages and blessings of education than any other in the State." In every neighborhood there is evidence that schools were begun and maintained in connection with the early churches. There were in Morristown before the Revolutionary war two schools of an academic grade. The whole county was beautiful and fertile, and attracted to itself a superior class of immigrants. The Hollanders spread themselves from the Passaic regions, where they had settled in numbers. The New Englanders, who had found homes at Newark and Elizabethtown, gradually extended their boundaries into the beautiful and diversified regions of Morris County. Schools and churches sprang up wherever these intelligent settlers formed communities sufficiently numerous.

Morristown was the most advanced of all these communities. Its substantial prosperity is shown by the prominent attitude it held during the Revolutionary war. Even before this time we learn of Princeton College applying successfully to the Presbyterian Church at Morristown for aid. The minutes[1] of this church record that the trustees in 1767 gave leave for a schoolhouse to be built upon church ground. And again in 1771 they gave leave to remove a schoolhouse to the parsonage grounds.

The Morris Academy, which continued for sixty years, was founded in Morristown in 1791. It was established by the voluntary subscription of £25 each by 24 men. It was built at a cost of £520, the ground

[1] We are indebted to the history of Morristown, by the Rev. Rufus S. Green, in the History of Morris County, for most of these facts.

this school was reported as having 3 teachers in its secondary department, and 82 scholars; 11 scholars were graduated in 1893. Mr. John Enright, who was the principal at the beginning of the school, still continues to occupy the same position.

The Freehold Institute for Boys was begun in 1847. Oliver R. Willis, who had a boarding school at Hightstown, along with Samuel C. Hicks erected a building at Freehold. Mr. Willis removed his school to the new and more commodious quarters. Here a very successful and excellent institution was built up. It has the credit of numbering among its teachers at various times Dr. Paul A. Chadbourne, afterwards the president of Williams College; Rev. Dr. Robert Baird, who lectured on history, and Rev. Samuel Lockwood, who lectured on geology. Subsequently the school came into the hands of Rev. A. G. Chambers, who has continued it to the present time. It is one of the most ably conducted and useful of the preparatory schools of the State. Principal Chambers says that since 1868, the date when he came to it, over 500 boys have been in attendance; and from these candidates have entered West Point, and Princeton, Rutgers, Columbia, and Lafayette colleges, and others have entered on various business and professional careers.

The Young Ladies' Seminary at Freehold, Monmouth County, was established in the year 1844 by the Rev. D. V. McLean, D. D., who afterwards became president of Lafayette College. Mr. Amos Richardson, A. M., then a recent graduate of Dartmouth College, was the first principal. He was a man of rare gifts and accomplishments. He proved himself admirably qualified for the work of building up such an institution of learning. The seminary under his supervision attracted patronage from all parts of the country. In 1854 he built an additional building for his growing school; but just as he was about to enter upon the enjoyment of his enlarged facilities he accidentally lost the sight of his eyes. But notwithstanding his affliction, he continued to conduct the school down to the time of his death, in 1881, at the age of 79 years.

There was some confusion and discouragement caused by his death. The property, which had belonged to Mr. Richardson, had to be sold. Rev. Frank Chandler, who at this time was pastor of the First Presbyterian Church in Freehold, used every effort to resuscitate the old and useful institution. It was incorporated in 1883 under the general laws of incorporation and Mr. Chandler was appointed to take charge of it. Under his efficient management the seminary resumed its prosperity. He secured able teachers for the school and made it one of the best girls' schools in the State. The double work, however, of pastor of a church and principal of a young ladies' seminary was more than Dr. Chandler could continue to perform.

The school buildings and equipments were therefore rented to Miss Eunice D. Sewall, who associated with herself her sister. Under their

## PASSAIC COUNTY.

The first settlers of Passaic County were Hollanders, and they brought with them the same leanings toward education as were exhibited in New Amsterdam. The district now called Passaic originally bore the name of Acquackanonk. On the same lot with the Dutch Church was established a school, and in this primitive school and its successors the children continued to obtain their education down to a comparatively modern period.

In 1853 Dr. John M. Howe, a wealthy and intelligent citizen from New York, removed to Passaic. He was impressed with the want of educational facilities, and set himself to remedy them. He canvassed the town, and tried to promote a plan for building a new and better school. He met with small encouragement, and even with threats that legal proceedings would be resorted to in order to stop his scheme for involving the town in the expense of a new school building.

The matter ended in Dr. Howe starting a school of his own, where not only the elementary branches were taught, but also the higher branches of a classical education. The school was called by the people Howe's Academy, although he himself never so called it, and it was never incorporated. Subsequently, when the movement for public schools became pressing, Dr. Howe was one of the active adherents of the new plans, and his private academy was discontinued, its place being supplied by the high school, which the public schools included.

The most important town in Passaic County is, of course, Paterson. Although it was founded at a later date than the city of Passaic, it has far surpassed it in population and in manufacturing, as well as in educational facilities. Mr. William Nelson,[1] from whose admirable pamphlet we glean the facts here given about schools in Paterson, says that the first school within the present boundaries of the city was at the junction of Market street and the Wesel road. The Wesel neighborhood was settled much earlier than the rest of the city of Paterson, and a school was there first required. This house, at the close of the last century, was a very plain structure, of one story in height, the front part being used for a schoolroom and the rear as a residence for the schoolmaster. It was built of stone, and the clay mortar gradually dropped out, so that the schoolhouse received the appropriate nickname of the "bellows." Here school continued to be held for many years. Mr Nelson records the important fact that in 1825 the trustees put in a box stove to heat the "bellows."

The school sessions were three hours in the forenoon and three in the afternoon. A half-holiday was allowed on Saturday. The rates paid for schooling were from 6 to 12 shillings a quarter for the ordinary branches, but for higher branches a larger sum. About 1820 the

[1] Historical Sketch of Schools in Paterson, by William Nelson, 1877, printed by the Board of Education.

ıer was paid, as Mr. Nelson says, 12 shillings a quarter for each l if he found himself, but if he "boarded round" the rate was 10 ngs.

e town of Paterson was founded in 1792 by a manufacturing soci- termed the Society for Establishing Useful Manufactures. This ɔany was organized by Alexander Hamilton and his friends, and a al charter was obtained from the legislature of New Jersey, and the ity where the company purchased land for their establishment was d Paterson, in honor of the then governor of New Jersey. Of ɜe the falls in the Passaic River at this point was the controlling e for their choice of location. The company early recognized the rtance of providing for the education of their employees, and at engaged a teacher to instruct the children of the factory on Sun- The company, however, failed in 1796, and its efforts in behalf of ducation of the children came to naught. Nevertheless plans for ustruction of the children continued to be formed.

us, in 1799, Rev. John Phillips, a Methodist clergyman, undertook art a boarding school for both males and females. It only flour- l for a few years, however, and in 1803 was discontinued. This the first effort to promote higher education in Paterson. Mr. Nel- gives the record of the private schools during the years 1824 to as collected by Rev. Dr. Samuel Fisher. Without giving the ls of this record we present the following summary: 1824, whole ɔer in attendance, 315 scholars out of a population of 2,178 persons r 16 years of age; 1825, 323 scholars; 1827, 469 scholars; 1829, 664 ars.

e quote from Mr. Nelson's statement of the advertisement of Mrs. e of the summer term of her ladies' school. It is, in part, as ws:

" Young ladies will be carefully instructed in the various branches of Eng- lucation, such as reading, writing, English grammar, arithmetic, geography, y, rhetoric. Also, embroidery on lace to any required pattern for veils, dresses, edgings, etc. Also, the most approved method of painting on velvet, of taking attern of flowers and of painting them in a superior manner.

ere was started a school by the Methodists in 1825; in 1829 the chester Academy was begun; but both these enterprises were of duration.

e free school movement began to be prominent in 1827—that ommunity began to feel the importance of education for the po ell as the rich. The legislature had provided that a commit' t be elected by any town, which should be empowered to lay r ıe support of schools, and the State would duplicate any am was raised.

1851 Paterson was incorporated as a city, and its school s on a more satisfactory aspect. Measures were taken in ' ıize a city system of schools on a plan which has not been changed. So far as regards higher education, the plan t

tain a normal school for the training of teachers for the public schools was entered upon in 1855. This school continued until 1860, when it was abandoned.

Besides these instances of movements in behalf of higher education there were several sporadic efforts, which, however, were not continued, and left no successors behind them. The only school of secondary education now in Paterson is the high school, which forms the summit of the public-school system.

In several of the less important places of Passaic County schools of academic grade were for a time in existence, but have now either entirely ceased to exist or have been absorbed by the public schools. The latter has nearly always been the case.

### SALEM COUNTY.

This county was first settled by the Friends, and provision was early made by them for the establishment of schools, but these schools were in all cases of an elementary character, instruction being almost entirely confined to reading, writing, and arithmetic. In later times the public-school system came into vogue, and everywhere throughout the county schools supported by taxation and free to all were set up. The high school in the city of Salem is the only school of secondary grade. According to the returns made in the Report of the United States Commissioner of Education for 1892–93, this high school had 2 teachers and 41 scholars in the secondary grade. Fourteen scholars were graduated from this school in 1893. F. R. Place was at this time the principal.

### SOMERSET COUNTY.

The present boundaries of Somerset County were first settled in 1688, but were afterwards somewhat modified. The first residents were Holland families, who moved hither from some of the older Holland settlements, and Scotch immigrants, who came into the country with Governor Carteret and his successors. All of these settlers were intelligent and enterprising, and therefore took early steps to provide themselves with schools. We have already referred to the elementary schools which sprang up among them, and in which their children obtained a certain amount and kind of culture. Besides these elementary schools an academy was founded in 1801 at Somerville. Dr. Messler gives an account of its origin in his Centennial History of Somerset County. A number of gentlemen had met to celebrate the Fourth of July. After the exercises were completed the gentlemen present engaged in a free conversation concerning the establishment of a classical school, where young men might be instructed in Latin and Greek and prepared to enter college. Immediate steps were taken and a subscription started, which amounted to $1,701. A building was erected and the school was opened in 1802. The price of tuition was at first fixed at $1 a quarter, but was afterwards raised to $5. The school

was chartered in 1804 and for a time continued to prosper. With various fortunes it lasted to 1855. There arose an active controversy about the use of the building for a public school, but the trustees of the public school finally resolved to erect another building better suited for school purposes. The old academy lot and building were therefore put up at auction and sold and the proceeds distributed among the original subscribers or their heirs or assigns.

The first schoolhouse in Bound Brook stood near the Presbyterian Church, and on a site which is now included in the church grounds, adjacent to the graveyard. The first teacher seems to have been employed about 1742. Others succeeded him, and a new building called the Academy was built in the year 1800 with the bequest of £500 left by Michael Field,[1] who died in 1792. In this building Isaac Toucey, who, long afterwards, was President Buchanan's Secretary of the Navy, was once a teacher. The old academy was finally demolished in 1857, and no school of a secondary character has since been established.

Besides the Somerville academy for boys there was begun, in 1848, a school for girls called the Somerset Institute for Young Ladies. John Severance, of Massachusetts, was the first principal. It was not altogether a successful enterprise, but with a great variety of fortune continued down to recent times.

The only other secondary school of prominence in the county was a classical school established at Basking Ridge by the Rev. Samuel Kennedy, M. D., who was the pastor of the Presbyterian Church from 1750. He was a Scotchman, educated at Edinburgh, and was an accomplished classical scholar. The school prospered under Dr. Kennedy's energetic management, and after his death was even more successful under his successor, Rev. Robert Finley, who began his pastoral services in 1795. Here he continued until, in 1817, he was elected president of the University of Georgia. During the history of this school an unusual number of prominent men were educated here, who received their first inspiration from these men of genius who presided over this little institution.

## SUSSEX COUNTY.

The early schools in Sussex County were of the most primitive acter. For instance, here is a description of an old-time school pr to the Revolutionary war:

> It stood at the foot of a ledge of rocks at the head of the Captain's Mil ground owned by Jacob Hornbrook. It was built of logs, was 16 feet s story high, with a roof of boards battened with slabs. The floor was of ro and there was no ceiling, the rafters and crossbeams being open from bel benches stood around a hollow square. A rude desk for writing faced th room, which was pierced by a window. The door was cut in two part and a lower.

[1] Messler's Centennial History of Somerset County, p. 183.

Little is known of the education which prevailed prior to the Revolution. As the early settlers were mostly men of intelligence and enterprise, it may be presumed that they had schools for the education of their children wherever the settlements were sufficiently advanced. The more wealthy citizens sent their sons to Princeton and Rutgers, and some even sent them to Holland and Great Britain. The clergymen were in the early times almost always school-teachers as well, and in any case were the leaders in promoting plans for higher education.

It was in this county that Rev. Elias Van Benschoten preached to the congregations of the Reformed Dutch Church. In 1814 he made a donation of $14,640, which was by his will increased to $17,000, to the general synod and the trustees of Queen's College jointly, for the purpose of aiding "pious youth" to obtain an education suitable for the ministry. The fund has been faithfully administered and has helped many young men in the manner intended, and now amounts to more than $20,000.

The schools of a higher education may be enumerated as follows: (1) In 1825 Rev. Clarkson Dunn, the rector of Christ Church in Newton, established in that village a classical school which, although small, was eminently successful and was the means of training many men of talent and usefulness. (2) In 1828 Rev. Edward Allen established a school at Clove, where he was then stationed, but he shortly consolidated his enterprise with that of Mr. Dunn and removed to Newton. (3) Mr. Edward A. Stiles opened in 1833 a boarding school, which was eventually called the Mount Retirement Seminary. It was situated at Wantage and had a very considerable patronage.

In 1833 William Rankin opened a select classical school at Deckertown. He had been a successful classical teacher in various places, and was a man of genius and resolution. He came to Deckertown under most inauspicious circumstances, and started his school without help or encouragement. He began with one scholar, who was not a native of the town or even the State. But his pluck and ability conquered all obstacles, and his school flourished till in 1865 Mr. Rankin, overburdened with age and broken health, abandoned it.

## UNION COUNTY.

A so-called grammar school was started in 1766 at Elizabethtown. Messrs. Tapping Reeve and Ebenezer Pemberton were the responsible heads of this new movement. The former had been graduated from Princeton College in 1763, and was employed by Mr. Timothy Edwards as a tutor to the two orphan children of his deceased sister, Mrs. Burr, who in 1758 had followed her husband to the grave. One of these children was the second and distinguished Aaron Burr; the other was Sarah Burr, whom the tutor married. After his school-teaching he removed to Connecticut and became a judge and a man of much political importance. The partner of Mr. Reeve in the grammar-school

was the son of Rev. Ebenezer Pemberton, D. D., at one time
rk City, but subsequently of Boston.

ol was from the first successful, and many young men were
ied in Latin, Greek, and other branches preparatory for col-
ney was subscribed and intrusted to the Presbyterian Church
rection of a new and suitable building. This building was
gly constructed and remained until it was destroyed by fire in
the British troops.

emberton having returned to Princeton as tutor in the college
. Reeve having removed to Connecticut, the grammar school
tinued under the care of Mr. Periam, who, with one interval,
ed in charge until his death, in 1780. During this time Alexander
ton was one of the pupils. The academy, which had been burned,
built, part of the means being furnished by a lottery authorized
9. The school was successively conducted by Mr. Patrick Mur-
Col. John Taylor, Mr. Samuel Blackman, Mr. Henry James
s, James Stevenson, etc.

ere was a young ladies' seminary conducted in Elizabethtown.
egan in 1789 but was not long continued. A French school was
opened in 1791, which was devoted to imparting to young ladies
then current accomplishments. Dr. Paul Michau for a short time
gave medical lectures, but these did not result in the establishment
any permanent school for medical education.

Thus it is apparent that in these early years Elizabethtown was a
ace of advanced culture, and both politically and socially was eminent
the movements which resulted in the founding of a patriotic an
ntelligent State. In modern times she is not able to show such
picuous institutions as some of her sister cities; but she can
claim to have given the first impulse to Princeton College, and t
helped on all the great educational movements of the State.

Dr. Pingry's school for boys, which began in Fishkill, N. Y., i
and after two transfers was established in Elizabeth in 1861,
abandoned even in the event of the retirement of its found
Ranney's distinguished and successful school for girls long k
best traditions of solid and accomplished female education.

In Rahway we have early accounts of the survey and setti
lands, the income of which was devoted to the maintenance
During the continuance of the Revolution the income o
lands was probably expended for the war. The Friends, v
this township, established a school as early as 1785. The
ng, called the academy, which must have been occupied
school, and which stood in what was called Upper Ra
building, erected in 1833, known as the Athenian Aca
the Second Presbyterian Church. It was used as a
organization of the public school system. It is also
tions of the place that Mrs. Almira Lincoln Phelps

school for young ladies here for a short time, but removed to Patapsco, Md., in 1841.

Plainfield, now one of the most flourishing towns in Union County, was early settled by the Quakers, and therefore was provided with schools. Secondary schools of consequence have, however, been rarely planted here. The Plainfield Academy, a boarding and day school for boys and young men, is one of the secondary schools. It aims to give instruction to boys in various branches and to give a preparatory training for college to those who desire it. There is also a Friends' select school where a very considerable number of pupils attend.

## WARREN COUNTY.

Warren County was set off from Sussex County in 1824. We learn of a school, probably the oldest within the bounds of the county, at Hackettstown, in 1797. This, like all the early schools, was a subscription school. The parents who desired to send their children, subscribed for them and paid quarterly. The terms were about $5 a quarter, and if they were taught unusual subjects the rate was still higher.

There are two schools of the secondary grade now flourishing in Warren County, which are worthy of particular notice. The first is the Blair Presbyterial Academy situated in Blairstown, and the second is the Centenary Collegiate Institute at Hackettstown. Below will be found some account of these schools.

### BLAIR PRESBYTERIAL ACADEMY.

This institution of learning was established originally in 1848. The lot on which the building was erected was given by John I. Blair, and was conveyed to a board of trustees on the condition that the school should be conducted under the control of the session of the Presbyterian Church of Blairstown. The school was opened under I. W. Condit, as teacher. In the following summer it was transferred to the presbytery of Newton as a Presbyterial academy. Under a succession of principals it continued until 1867, when the building was burned. Mr. Blair had become so much interested in the enterprise that he replaced the original wooden building by one of stone. He ceded this building, together with 9 acres of land, in 1870, to the presbytery of Newton. He also began an endowment fund by a gift of $50,000, and established fifteen free scholarships for the children of ministers in the presbytery of Newton.

By subsequent gifts he increased the endowment and improved the facilities of the school. In 1883 he added $100,000 to the endowment. In 1885 he gave the school 3 acres of adjoining land. He has built and furnished necessary buildings so that the equipment of the school is now in all respects most complete. The gifts of Mr. Blair to this school of secondary education have been about $600,000. In recognition of

what he has done in its behalf it has been called the Blair Presbyterial Academy.

The main building is a stone structure, 120 feet long, having two wings each 75 by 30 feet. A new building, entirely fireproof, provides conveniences for young ladies. A gymnasium hall furnishes not only conveniences for athletic exercises for the boys, but also a large and suitable hall for public lectures and general school purposes. The ladies' building is planned to furnish an adequate gymnastic hall in the third story for the girls of the school.

The school is designed by its founder:

I. To provide for pupils of both sexes superior advantages in preparing for college or for business.

II. To make the rates so low that persons of moderate means may enjoy the benefits of the school.

III. To place the pupils under the influences and restraints of a well-ordered Christian home.

The plan of study is arranged under three courses: Classical, scientific, and literary. These correspond substantially with like courses in the best secondary schools. In addition to these courses there is for the present maintained a preparatory course, designed to supply the deficiencies of pupils and fit them to enter one or other of the regular courses of the school. The extent and arrangement of the courses are designed to prepare the pupils in the most thorough manner for entrance at the best colleges, or for business careers on which they desire to enter.

The terms for board and instruction are as follows: For tuition, board, room, etc., $225 a year; tuition of day pupils, $40 a year; church sittings, $3; music, French, German, and bookkeeping, $15 a year extra.

In the Report of the United States Commissioner of Education for 1894–95 the following statistics are given:

Name, Blair Presbyterial Academy; religious denomination, Presbyterian; principal, W. S. Eversole, A. M., Ph. D.; instructors, 8; total secondary students, 137; graduates 1895, 9; volumes library, 1,200; value of grounds, and buildings, etc., $400,000.

### CENTENARY COLLEGIATE INSTITUTE.

The Methodist Episcopal body projected an institution of learning to commemorate the one-hundredth anniversary of the establishment of the Methodist Church in the United States. This was in 1866. To carry out this plan, the citizens of Hackettstown contributed $10,000 in cash and 10 acres of land suitable for the site of such an institution as was planned. The managers of the enterprise determined to proceed with the building only so fast as funds were in hand. David Campbell, of Newark, contributed more than $20,000, and George J. Ferry, of Orange, over $40,000. The clergy subscribed out of their own means $30,000, and their congregations, including the two generous contributors above mentioned, pledged themselves for $120,000. The

building which was erected is of the most substantial description and admirably suited for such a school as was to be established in it. It was dedicated September 9, 1874, and was opened with 183 students, of whom 130 were boarders. Rev. George H. Whitney, D. D., was the first president.

It is designed for both male and female students, who are taught in separate departments. The department for young women is chartered as a college, with the power of conferring degrees. That for young men is designed to prepare them for college, in which it has been remarkably successful. The attendance since the establishment of the school has been uniformly large, and the designs and hopes of the founders have been more than fulfilled.

Below is given a sketch of the Centenary Collegiate Institute, by Rev. George H. Whitney, D. D.

The following statistics are taken from the last published Report of the United States Commissioner of Education, referring to the academic year 1894–95:

Name, Centenary Collegiate Institute; location, Hackettstown; denomination, Methodist Episcopal; president, Rev. W. P. Ferguson, A. M., Ph. D.; instructors, 14; secondary students, 150; elementary students, 40; graduates (1895), 29.

### CENTENARY COLLEGIATE INSTITUTE (NEWARK CONFERENCE SEMINARY), HACKETTSTOWN, N. J.

By GEORGE H. WHITNEY, D. D.

The corner stone was laid September 9, 1869; the building dedicated September 9, 1874.

In 1857, when the New Jersey Conference was divided, the Pennington Seminary was held as the joint property of the conferences. In 1865 the Newark Conference proffered to the New Jersey Conference its interest in the Pennington Seminary, on condition that the seminary remain liable for its incumbrances. This offer was accepted and carried into effect. The Newark Conference at its session of 1866 (the centenary year of Methodism) resolved to erect a building immediately, to cost not less than $75,000. During the year the sum of $12,000 was contributed to this object and placed on interest. Under the act of incorporation the following-named gentlemen were elected by the conference as the first board of trustees: Ministers, J. T. Crane, John S. Porter, A. L. Brice, N. Van Sant, J. K. Burr, C. S. Vancleve; laymen, George T. Cobb, C. Walsh, W. H. Allison, J. G. Barnett, John Iliff, P. M. French.

Among the places competing for the honor of the location were Bernardsville, Morristown, Plainfield, Madison, Flanders, Washington, and Hackettstown. After careful consideration, although the citizens of each of these places made liberal offers, it was finally decided, after the conference of 1868, to locate the seminary at Hackettstown, the citizens having donated 10 acres of eligible land and $10,000 in cash. This generous gift was made by the following-named gentlemen: George W. Johnson, W. L. Johnson, George Roe, Alpheus Clanson, R. Q. Bowers, C. H. Valentine, Jacob Welsh, jr., Joshua Curtiss, David Shields, and I. W. Crane. Mr. S. D. Hatch, of New York City, was selected as the architect, and to Messrs. Clanson & Hazen and Stryker Brothers, of Hackettstown, was awarded the contract for erecting the building, at a cost of $105,000, which sum was subsequently increased, by the enlargement of the plans, to $175,000. The corner-stone services occurred on September 9, with addresses by Bishop Matthew Simpson, Chancellor Runyon, Dr. R. L. Dashiell, David Campbell, C. Walsh, and Rev. L. R. Dunn.

ing this year (1869) the Rev. George H. Whitney, D. D., was elected president
institute—to superintend the erection of the building, to solicit funds, and to
t plans for the best success of the school when opened.

Whitney had already made a fine record as an educator and as a writer, being
r of several educational volumes, etc. He had been educated at the best
e schools of Washington, D. C. (in which city he was born, and where he spent
st seventeen years of his life). In 1854 he was graduated from the Newark
) Wesleyan Institute, at the head of his class, remaining there a year as a
er of the faculty. In 1858 he was graduated from the Wesleyan University
igh honor. He then served as principal of Macedon (N. Y.) Academy. The
ing year he was chosen president of the new seminary at Oneida, N. Y., leav-
at school two years later in the highest degree of prosperity, with over 200
nts.

Whitney then entered the regular ministry, joining the Newark Conference in
and was pastor of the Trinity M. E. Church, Jersey City, in 1869, when he was
n president of the proposed institute of Hackettstown.

erection of the institute building progressed slowly, because the trustees
nwilling to incur too heavy a debt. At length the building was finished and
dication took place on September 9, 1874.

board of trustees at this date were: Hon. George J. Ferry, president; Rev.
oit, treasurer; Rev. J. K. Burr, D. D., secretary; and Revs. A. L. Brice, J. A.
bury, J. R. Bryan, J. T. Crane, and Messrs. Hon. Peter Smith, M. H. Gillette,
el Eddy, Hiram Rhodes, Hon. J. C. Ludlow.

building is of brick, with brownstone trimmings, the front being 221 feet
by 47 wide, with a central extension of 150 feet. It is five stories high, with
ard roof, having a central tower 100 feet high. The 10 acres of grounds were
nt with fine taste and planted with trees and shrubbery of extensive variety.
alue of the property at the time of dedication was $175,000.

norable mention could be made of many who contributed to this grand result.
argest givers were Hon. George J. Ferry, about $50,000; David Campbell, esq.,
0; M. H. Gillette, esq.

first faculty was as follows:

. George H. Whitney, A. M., D. D., president, psychology and logic.
. Henry C. Whiting, A. M., ancient languages.
s M. A. Wragge, preceptress, French and physiology.
in H. Batchelder, A. B., natural sciences and mathematics.
rles Grobe, musical director.
vard A. Whitney, commercial department.
ph S. Smith, phonography.
s Anna Nicoll, M. L. A., history and art.
s Fanny Gulick, M. L. A., English literature and German.
s Stella Waldo, piano and organ.
s Laura J. Hanlon, M. E. L., piano, organ, vocal music.
L. G. Mann, matron.

number of students the first year was 251, of whom 86 were ladies. The gen-
's curriculum embraced the usual studies pursued in high-grade college
atory schools, together with courses in art, music, and in English and com-
branches. The ladies' department embraced the usual courses of a "ladies
The ladies finishing their courses received in the classical course t
of mistress of liberal arts (M. L. A.), and in the belles lettres course, mistre
glish literature (M. E. L.).

ing the twenty-one years from the opening, in 1874, to June, 1895, Dr. Whitne
ed as president. In all these years the school had unprecedented success
or more than half these years students were declined from lack of room
improvements were added, viz. a library and museum; society halls for t

four literary societies; new buildings for a ladies' gymnasiu
nasium; a laundry, with additions for a hospital; a chemical
minor improvements; bringing the value of the property up
out debt.

In the history of the school no deficit has ever occurred at t
school paying its own way without any appeal for funds.

In June, 1895, the beginning of an endowment was made b
Mrs. Ulie Norment Hurley, of Washington, D. C., establishi
memorial fund, in honor of her son, a former student of the inst
first commencement the total number of graduates was 495,
students had been enrolled. The health of Dr. Whitney
impaired he felt it his duty to resign his position. According
commencement, he severed his connection with the institute,
office of president for twenty-six years. Resolutions expressi
necessity of his resignation, and ex[illegible] also t[illegible]
success of his long administration, [illegible] ssed [illegible]
trustees, and by the ministers of the Newark Conference. [illegible]
the retiring president, a reception to Dr. and Mrs. Whitney [illegible]
gifts were made to them by students and faculty, by the trustees, by th
and by the citizens of Hackettstown, with appropriate addresses, to w[illegible]
Whitney replied. Before commencement the trustees had elected as Dr. Whi
successor the Rev. Wilbert P. Ferguson, A. M., Ph. D., of the New York
Conference.

On commencement day, June 13, 1895, President Whitney delivered his fina
to students, faculty, and citizens. The president elect was then introduce
Hon. George J. Ferry, president of the board of trustees, and welcomed
Whitney.

# Chapter VII.

## EDUCATIONAL REMINISCENCES.

By Rev. David Cole, D. D.

Sources of information as to events of 1853–1858:

1. My own memory, which is very distinct.

2. A paper called "The New Jersey Life Boat and Literary Standard," published in Newark. This paper was started by William A. McKain. No. 1 of Volume I was issued September 24, 1853, about a month before the new educational movement began. With No. 1 of Volume II, dated April 24, 1854, this paper dropped the first part of its title, and from then was known as "The New Jersey Literary Standard." Its new editors from this date were Isaiah Peckham and William R. Howell, Newark teachers.

3. The New York Teacher of 1855 (Vol. IV). This, during 1855, had a New Jersey department, of which I was editor.

4. The State Reports of New Jersey—superintendent's, normal school trustees', normal school principal's, etc. Also reports of State Teachers Association, and of State, county, and town educational meetings, teachers' institutes, etc., from the beginning onward.

I have in my possession a bound copy of the Literary Standard (vols. 1 and 2), also a bound copy of the New York Teacher (1855), also of each of the normal school reports of the first few years (1855 onward).

Take as a point of time from which to start October 20, 1853. I had then been principal of the Trenton Academy two years.

Down to the date thus given New Jersey public schools were on the old "deestrict" basis. Rate bills prevailed, and the teachers quite commonly boarded around. Few localities had felt any new impulse. News of teachers' institutes had reached some counties (notably Somerset County), and now and then an institute was held, always at the expense of the teachers. Dr. Christopher C. Hoagland and John B Thompson, A. M., were the prominent leaders of these institutes. The latter will tell you all about them. Book publishers and authors promoted them, often supplying the teaching and lecturing talent in the interest of their books. These institutes started things a little. But the State never supported any movements with a dollar of appropriation.

The State superintendent of schools of the time was John Henry Phillips, M. D., of Pennington. He received a small salary, but the State had no idea of his giving his whole time to any official duties. He was paid to be a figurehead. His calling was his medical profession.

The conscience of this man, however (to his honor be it said), was alive to two facts—that the public school system of the State was in a disgraceful condition, and that he personally, from want of practical educational experience, was helpless in regard to it. He turned, in his conscious helplessness, to a few leading teachers of the State (many of them of private schools and academies), and under their counsel called a great public meeting. This meeting was held October 20, 1853, in the Temperance Hall in Trenton. Representatives (male and female) were present from Burlington, Essex, Hunterdon, Mercer, Ocean, and Somerset counties. Governor Fort was called to the chair, Dr. Stephen Conger, of Essex, and Dr. C. C. Hoagland, of Somerset, were chosen vice-presidents; Isaiah Peckham, of Essex, and W. H. Van Nortwick, of Burlington, were appointed secretaries. The meeting having been thus organized, the State superintendent, with the utmost frankness, threw himself at once upon its confidence, admitting that he felt absolutely unequal to his trust, and begging to be taken up, shaped, and guided by the experienced teachers before him. Resolutions were at last offered by a committee, chosen for the purpose, of which I was myself chairman, and after long discussion, with some modifications, adopted. They called for free education everywhere; for the organization of associations of teachers and friends of education in every county and even every town; for a State superintendent, to give his whole time to his work and receive not less than $1,500 per annum; for a State appropriation, not less than $100 per year, to each county for an annual institute; for an appropriation to each district for a school library, and finally for the adoption of a State educational journal. (At the same time, the Life Boat was adopted as the journal.) A committee, of which I was made chairman, was appointed to present the proceedings of the meeting to the legislature, and another committee, of which Dr. Hoagland was chairman, was appointed to prepare and publish an address to the people of the State. Arrangements were also made to call a second convention soon, with the view of developing it into a State Teachers' Association. These committees carried out their work with enthusiasm. The Life Boat, published twice every month, devoted itself with the utmost vigor to promotion of the cause and work.

The second convention was held in the Bayard Street public school house, New Brunswick, on the 28th of December, 1853. Nathan Hedges, of Newark, then New Jersey's oldest teacher, was chosen chairman; Robert L. Cooke, of Bloomfield, was elected vice-chairman; John T. Clark, of the New Brunswick school, was made secretary. Sussex, Morris, Hunterdon, Somerset, Middlesex, Mercer, and Burlington were all—some of

them largely—represented. A State association was formed. Robert L. Cooke was chosen president; John T. Clark and Isaiah Peckham, vice-presidents; myself, corresponding secretary; J. K. Burnham, of Burlington, and H. V. Cox, of Morris, recording secretaries, and O. A. Kibbe, of Somerset, treasurer. A constitution was adopted and the organization was perfected. I can not now give details of the meeting, but many practical things were done. Lively work was laid out for 1854. A memorial to the legislature was formulated and adopted. Governor Fort, at the opening of the legislature, January, 1854, crowded his message with suggestions inspired by the teachers and in line with our committee work. This was sent in on the 11th. But almost at once thereafter, on the 17th, Governor Rodman M. Price was inaugurated. His inaugural was strong along our lines of thought. Dr. John H. Phillips, State superintendent, had opportunity, through his report of January 14, to give the new movement a strong impulse. My own committee—David Cole, David Naar, C. C. Hoagland, N. Hedges, and J. Sandford Smith—presented our memorial or petition asking for the appropriations of which I have spoken.

The Mercer County Teachers' Association was organized February 4, and became a powerful help. The association invited the legislature to attend one of its sessions, held in the Trenton Academy, which it did. On the 9th of February Messrs. J. Sandford Smith, John B. Thompson, and myself appeared before the legislature, in joint session in the assembly chamber, and delivered earnest addresses to the body—Mr. Smith first, upon this proposition: "The improvement and perfection of her public school system is New Jersey's real want of this time;" John B. Thompson next, on "Teachers' institutes," and myself last, upon the general matters included in our then pending memorial. The result of all this work was that during the session we secured all the appropriations for which we appealed. The superintendency was put upon a solid foundation, the teachers' institute bill was passed, and the State appropriation to the schools was largely increased.

At the adjournment of the legislature we were left with a wonderfully increased momentum behind us. Teachers' institutes started up in 1854 in many, in fact in most, of the counties. Associations were formed all over the State. All the force we had was called into requisition for speaking at meetings. We ran to and fro and knowledge was increased and courage grew. The revival was fairly on, and everyone felt it. New Jersey was arising to shine! Dr. Phillips had become wide-awake and was sending out vigorous State papers and delivering vigorous addresses. He had become a new man. The Literary Standard of the summer had all it could do to report the proceedings of institutes, associations, and town meetings. The State bristled with life over its whole area. It was getting ready for the next legislature, to convene in January, 1855.

It was on the 9th of February, 1855, that the normal-school act was passed. I need not now indulge in details as to the origin of the bill.

The first ten trustees of the school were (as appointed by Governor Price):

First Congressional district, James G. Hampton, J. H. Thompson.

Second Congressional district, Richard S. Field, David Cole.

Third Congressional district, Franklin Kinney, Charles G. Sitgress.

Fourth Congressional district, Thomas Lawrence, Lyman S. Chandler.

Fifth Congressional district, Dudley S. Gregory, sr., William M. Babbit.

We held our first meeting in the executive chamber on the 24th of April, 1855. From this time onward I may refer you to our first annual report. It will give you a complete account of our work during the summer of 1855, including the steps taken to locate the school, resulting finally in the choice of Trenton; to initiate the Farnum Preparatory School at Beverly, etc. The school was finally opened in a building at the corner of Hanover and Stockton streets, Trenton, October 1, 1855. The corner stone of the new building (the first) was laid on the 9th. The building was pushed forward rapidly and was opened for pupils on the 17th of March, 1856.

All remaining matters of interest you will get from the printed reports and other documents. I lived and moved and had my being in the events of those days. I have given you such minute early accounts, so that you may, as you are writing your history, be almost consciously present with the events of which you wish to write.

One thing only remains of which I must speak, not for my own exaltation, but that you may understand my vital connection with the movements and events of those days. It was strange that I, never a public-school teacher, and having all the support and encouragement I needed in my own academy work, should have gone so heartily into those old movements. But there were at least a dozen spirits congenial to me who shared my feeling: Peckham, Smith, Howell, and others of Newark; Thompson, then of Flemington; Clark of New Brunswick, and several others. We had the leading positions as teachers in New Jersey. Dr. Phillips came to us instinctively, and we met him warmly. As for me, I had special advantages for observation and study of things and men, being in Trenton and knowing every day what the legislators were doing and how they felt. It was perfectly natural that Governor Price appointed me one of the first trustees. He knew me and my work in the academy and my intense interest in the normal-school project. This accounts for my trusteeship.

One of our earliest matters after determining the location of the school was the selection of a principal. My associates earnestly pressed the place upon myself. Their pleadings for this are as fresh in my memory as if they had just occurred. But for two reasons I firmly declined it: First, because I knew I was an academician and not a normalist; and, secondly, because I knew some of my dear friends, no more adapted to it than myself, desired it. I determined to stand by principle and have the right man at all hazards. I visited Albany, inspected

ıents and methods of William F. Phelps, came home resolved
m, and I got him. He proved to be in all respects the planner
nizer I thought he was. He served that period as well as or
ın anyone else I know would have served it.

ɾ, 1857, Professor Phelps persuaded me to leave my academy
and become a professor of Greek and Latin in the school. He
ambition to develop the institution into a land-overshadowing
ty. He called in heads of departments, of which he wished
one. I declined, but being pressed, reconsidered and accepted.
ready en route for the ministry, and in April, 1858, I was licensed.
close of the school year (July, 1858) I resigned my professorship
on after accepted a call to the pastorate at East Millstone. I
rdained November 23, 1858, retained my pastorate till April 1,
when I took my chair at Rutgers College.

# Chapter VIII.

## THE MIDDLE OF THE CENTURY

By John Bodine Thompson.

It gives me pleasure to respond to the request for suc
as I may be able to give respecti s in the hist
in New Jersey. What knowledge I ha upon this topic m en
derived mostly from tradition and personal intercourse. My paternal grandfather's home was a place of rendezvous for English and Scotch and Irish and American schoolmasters; and the old kitchen at the westerly end of his long, low, red house, fronting toward the south, was used as a schoolhouse. The accompanying illustration may be of interest. Three of his sons became schoolmasters, as did also three of the sons of my maternal grandfather.

My father's home was in turn a refuge for the young women from New England and New York who were teachers of New Jersey schools in the days of my youth. It was the privilege of my brothers and myself, with horses and carriage, to bring them from their dreary schoolhouses on Friday evening and to return them thither again on Monday morning, refreshed and invigorated with sympathy and rest; and similar environment joined with heredity to produce again similar results. Four of my father's children and the three children of his younger brother became teachers, as did also at least eight of the succeeding generation.

After serving due apprenticeship in so honorable a calling, it became my duty to travel throughout my native State for three years, "teaching teachers how to teach," lecturing on popular education, endeavoring to awaken a general interest in the subject, and especially to incite desire for a State normal school.

To do this properly required some knowledge of the past history of the work; and this knowledge was acquired largely from the books and pamphlets and documents which had been accumulating during preceding generations. In what follows I shall draw freely upon memoranda made at that time, as well as upon memory, adding also what may seem of interest from other sources, omitting most that is well known, and giving special attention to illustrative details which might otherwise perish from the memory of men. The narrative will necessarily be desultory and personal, though I trust not offensively so. I will endeavor to make it approximately chronological.

# HISTORY OF EDUCATION IN NEW JERSEY.

## I. COLONIAL SCHOOLS.

ıe first civilized people who settled within the limits of the present e of New Jersey were natives of the European Netherlands, and named the country to which they came New Netherland. They inherited the immanent moral life and steadfastness of purpose, ell as the customs, characteristic of their ancestors; hence, educa- came with them, the free schools in which Holland led the van of world being early transplanted to these shores.[1]

lthough the colony was very feeble for fifty years, there were in period of time, almost continuously, public schools free to all, main- ed and managed by the colony; and the law of the colony required each householder and inhabitant should bear such tax and public ge as should be considered proper for their maintenance. America debted to the Dutch for the essential principles of the great free- ol system in the country.[2]

s early as 1629 the West India Company, under whose charge the colonists came, enacted a law which required the establishment of ols; and the school founded April 2, 1633, with Adam Roelandsen hoolmaster, is still doing excellent work.[3]

1650, Jan Cornelissen was the schoolmaster in New Amsterdam. 658 a petition was sent to the West India Company for a Latin olmaster, predicting, as an inducement for compliance with the iest, that

> umber of persons who will send their children to such a teacher will, from year ar, increase until such academy shall be formed, whereby this place to great dor will have attained; for which, next to God, the honorable company which have sent such teacher here shall have laud and praise.[4]

ıe petition was granted, and Dr. Alexander Carolus Curtius opened first Latin school in the colony, July 4, 1659. His salary was 500 ders. He was succeeded by the Rev. Egidius Luyck, who had been r to Governor Stuyvesant's sons.[5] Under his charge this school ined so high a reputation that children were sent to it even from ıware and Virginia.

ctober 6, 1662, Englebert Steenhuysen was licensed to be a school- ter in the town of Bergen. His salary was 250 florins annually, able in seawant (wampum), with some perquisites. Among these, laimed freedom from taxation upon his real estate, asserting that a olmaster ought to be exempt from all taxes and burdens of t' ıge, and that this was the common practice throughout the wh

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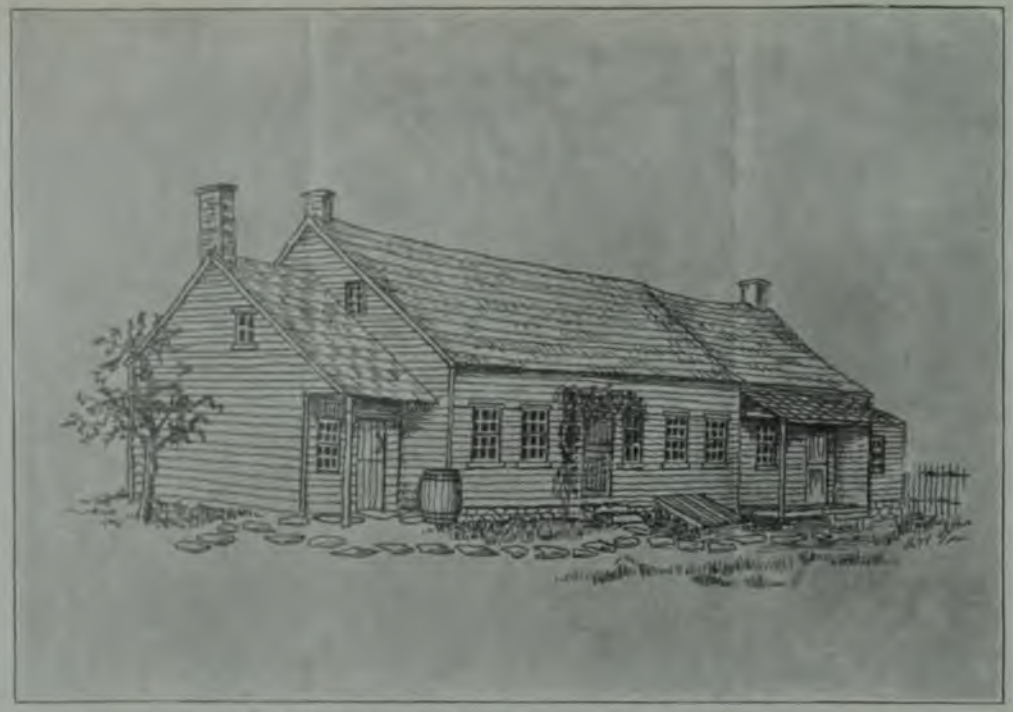
e The Early American Spirit and the Genesis of it, by Richard Salter Storrs, D. r Andrew S. Draper, recently superintendent of public schools of New Yor e Educational Review for April, 1892.

he School of the Collegiate Reformed Church in New York City. See O'C s History of New Netherland, Vol. I, pp. 119, 143.

on Henry W. Beecher, LL. D., in the Christian Intelligencer.

merican Church History Series, Vol. VIII, p. 41.



THE OLD KITCHEN SCHOOLHOUSE ADJOINING THE HUNTERDON HOME.

Christian world. The claim not being allowed, he resign
ing five quarters, but an appeal to the council of New N
pelled him to complete the second year of service upon
entered. His was the first school in what is now the
Jersey.[1]

September 8, 1664, the country was surrendered to the E
the stipulation, however, that the inhabitants were to be
continue their own customs and usages. Accordingl t
granted to the town of Bergen, September 22, 1668, provide
persons should contribute according to their estates and
land for the keeping of a free school for the education o

From August 9, 1673, to November 10, 1674, the cou
under the dominion of the Dutch. December 2, 1673, t
set apart for the free school of Bergen, and this was not
endowment for free schools in the State. December 24,
council of New Netherland ordered that all the inhabitants, without any exception, shall, pursuant to the resolution of the town of Bergen, dated December 18, 1672, and subsequent confirmation, pay their share for the support of the said voorleezer and schoolmaster.[2]

In 1684 Guilliam Bertholf came to this country and became one of the most noted of the Dutch schoolmasters. I have seen a manuscript in possession of the Hon. William Nelson, corresponding secretary of the New Jersey Historical Society, dated April 10, 1693, in which Bertholf describes himself as "Schoolmeester en ordinere schryver, ten durpe Aquigenonck residerende"—schoolmaster and authorized scrivener residing at Acquackanonck. He taught also at Hackensack and in other places.[3]

As early as 1640 the Swedes had settled upon "the north side of South River" (the Delaware), with the stipulation that they should support at all times ministers and schoolmasters.[4]

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[1] He was also the voorleezer (forereader), whose business it was to read the Scriptures in public worship, to announce the hymns, and to lead the singing, as well as to catechise the children during the week. The word is often rendered—by the too limited terms—chorister, precentor, or clerk.

[2] New Jersey Archives, Vol. I, p. 141. These dates are new style, the Dutch having adopted the correction of the calendar a century in advance of the English.

[3] Like other men of the day, Bertholf spelled his name variously. He, too, was voorleezer and catechizer as well as schoolmaster. Soon after executing the paper above mentioned he went to the Netherlands. Returning, he arrived at Hackensack from Zeeland February 24, 1694, "with a legal classical authorization to be preacher, pastor, and instructor of Acquigenonck and Ackensack." For fifteen years thereafter he was the only Dutch preacher in New Jersey, and was practically the pastor of all the churches north of the Raritan, as well as those on Staten Island and at Tarrytown. Feeble with age, he formally resigned his pastorate March 23, 1721, and died the same year. (Hackensack Church records; Nelson manuscripts, and the printed report of addresses at the two hundredth anniversary of the old Dutch Church of Sleepy Hollow, October 10, 1897.)

[4] Hazard's Annals of Pennsylvania, p. 53.

ptember 23, 1675 (old style), John Fenwick, with other adherents
eorge Fox, arrived from London (in the "ship *Griffin*, Robert
in, master, being the first English ship that was bound to this part
e province"), at the place which the resident Swedes called Elsin-
, but which Fenwick named New Salem. It is probable that they
ght a schoolmaster with them, though I have not yet been able to
a record of the fact.[1]

lucation was part of the religion of these people. To them the
olhouse was scarcely second in importance to the meetinghouse
was usually placed under the same roof with it. Fenwick's settle-
t at Salem opened a school soon after its establishment and main-
d it without interruption to the present day.[2]

e settlement at Burlington exhibited a wonderful degree of prog-
both in the appreciation of learning and in the knowledge of the
plan for the support of public schools. September 28, 1682, the
d of Matinicunck, in the Delaware, containing 300 acres of land,
site the town, was set apart for educational purposes, and the
nue derived from the rent or sale of the lands was reserved for the
ort of schools for the education of children in the adjoining settle-
ts. It is still used for the support of schools in Burlington.

e earliest settlers in the town of Newark brought preachers and
olmasters with them. By the side of the log church the log school-
e was erected, and schools were established and supervised by
ch authorities. The earliest record of any action of a public nature
his people was in 1676. The record reads that the townsmen have
ty to see if they can find a competent number of scholars and
mmodations for a schoolmaster. Further instructions were given
e next town meeting as follows:

> town hath consented that the townsmen shall perfect the bargain with the
> lmaster for this year, upon condition that he will come for this year and do his
> ful, honest, and true endeavor to teach the children or servants of those who
> subscribed the reading and writing of English, and also of arithmetic if they

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ere is no passenger list of the *Griffin* in this country. Samuel Hedge, who mar-
Fenwick's daughter Anne and became recorder of the colony, once began such a
ut after making a record of the Fenwick families and their ten servants, adde
the names of Mark Reeve, Edward Webb, Elizabeth Waites, and John Sm
his point, apparently, he was interrupted, and the writing was never resun
Salem Records, in the office of the secretary of state at Trenton.)

port of State Superintendent Apgar for the year 1879, p. 36. Ellis A.
born at Peapack, Somerset County, March 20, 1836, and received a c
education in that village. He graduated at the State Normal School
1859, and at Rutgers College in 1866. He was at once chosen by the
ished State Board of Education to be superintendent of public instr
on which he held with credit to himself and profit to the State fo
His report for 1879 contains a resumé of the history of education
From this report the following quotations respecting colonial
such as are otherwise credited. The alterations necessary to
these things are so numerous that he can not be b
the precise form of the quotations.

desire it, as much as they are capable to learn and be capable to t
the compass of this year; nowise hindering but that he may make
please with those who have not subscribed.

The records show that trustees were, by vote of th
year by year to hire a schoolmaster.

In 1689 the town of Woodbridge voted that James I
entertained in this town as a schoolmaster, and be encourag
as see cause to employ him.

December 10, 1691, John Boacker was offered £1 to tea
months on trial in this town, with the proviso that he sh en
and faithful in that employ as a schoolmaster ought to
shall be engaged to attend the school this winter time
at night.

There were at this time 10,000 people in the province, an
of schoolmasters was seriously felt. October 12, 1693, the as mon
East Jersey, in session at Perth Amboy, enacted a law in accorda
with which the inhabitants of every town, by warrant from a justice of the peace, might meet and choose three men to make a rate and establish the salary of a schoolmaster for as long a time as they may think proper; a majority of the inhabitants to compel the payment of any rates levied and uncollected; the act setting forth that "the cultivation of learning and good manners tells greatly to the good and benefit of mankind."[1] In 1695 this act was supplemented by another, directing the choice of three men in each town to be authorized to select a teacher and the most convenient place or places where schools should be kept.

Under these laws schools became numerous.[2] Usually they were established by Christian people in connection with their churches. Yet in 1701 Col. Lewis Morris wrote to the Society for the Propagation of the Gospel that in both East and West Jersey the youth were "very debauched and very ignorant."[3] September 2, 1718, a schoolmaster by the name of John Richards gave, from a "desire to promote the public interest, 3½ acres of land, situated and being in the township of Whipponong (Whippany), in that part called Percipponong, on the northwestern side of Whipponong River; only for public use, improvement, and benefit, for a meetinghouse, schoolhouse, burying yard, and training field, and such like uses, and no other."[4]

In 1720 and for many years after Jacobus Schureman was schoolmaster, voorleezer, and helper for his pastor and brother-in-law, Theodorus Jacobus Frelinghuysen, at New Brunswick, Somerville, and other parts of Somerset County, as these localities are now named.[5] May 1,

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[1] The Grants and Concessions and Original Constitutions of the Province of New Jersey, by Aaron Leaming and Jacob Spicer, pp. 328 et seq.

[2] The People's Cyclopedia, Vol. I, p. 617.

[3] Classified Digest of the Records of the Society for the Propagation of the Gospel, 1894, p. 52.

[4] Barber and Howe's Historical Collections of New Jersey, p. 380.

[5] Schureman Genealogy, by Richard Wynkoop, pp. 5, 6.

James Billington, schoolmaster, etc., from Elizabethtown, was d in marriage with "Anna America," at Acquackanonck, by Rev. nnes van Driessen.[1]

ort for the establishment of free schools was antagonized by the governors. They preferred "the old British method of educating higher class for governing, with the masses left to the claim of ty."[2] In the communication of the governor of New York, asking e approval of the charter of King's College, he bluntly expresses esire "to prevent the spread of republican principles."[3]

other instances this motive cooperated with ecclesiastical preju- to oppose the founding of colleges. Nevertheless, two colleges founded in New Jersey during the colonial period. The charters th these institutions were granted by governor and council acting e name of the King, but no copy of the first charter of either can be found. Perhaps these original charters were never recorded or shed, for fear of being disallowed at court, as that of Harvard had a century earlier. The tenth edition of Salmon's Geographical Historical Grammar, issued in London the year of the founding of n's College, complains that the colonies "ought to transmit to t Britain authentic copies of the several acts passed by them; but sometimes neglect it, and pass temporary laws which have their effect before the Government here can have due notice of them." ever this may be, in each of these cases two years later a second er was issued, under which the college did its work.

e charter of Queen's College (now Rutgers) was modeled after that e College of New Jersey (now Princeton University), as this had modeled after that of Harvard. Queen's College was so called reference to King's College (now Columbia University), which had chartered by the legislature of New York, October 31, 1754. days after that date, January 1, 1755, Theodore Frelinghuysen n his memorable winter journey on horseback from Albany to York and New Brunswick in behalf of a university under the ices of the Dutch inhabitants. Undaunted by the inclemency of veather and the difficulties of travel or the discouragements of nents, he fired the hearts of the people on the Hudson, the Hack- k, the Passaic, and the Raritan with an enthusiasm as intense as persistency of purpose.

y 17, 1755, a score of these men met and adopted the following ution:

much as it is expedient to establish in these recently inhabited ends of the seminaries of true philosophy as well as of sound doctrine, that men m d with the principles of human wisdom, virtue, and unostentatious

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cords of the church of Acquackanonck (now Passaic), which I insp... t 21, 1897.

y A. D. Mayo, LL. D., in Report of the Commissioner of Education for 1893-9 2, 733.

mpare Governor Berkeley, of Virginia, in his well-known deliverance, "I tha ere are no free schools nor printing, and I hope we shall not have these f years.

therefore, we do resolve in these present critical times to strive with
and in the fear of God to plant a university or seminary for young m
study in the learned languages and in the liberal arts, and who are t
in the philosophical sciences; also that it may be a school of the prophets, as

The royal governors, however, repeatedly refused their request
charter, and it was eleven years before they succeeded in c
resolution into effect. Even then the charter they were abl
was much inferior to what they had so long desired, though it pro
to establish a "college in which the American youth might be reg
educated after the manner and customs of the United Provinces."

[1] Document 794, as now numbered, of "the Amsterdam correspondence," whi
passed between the classis of Amsterdam and the Dutch ministers in New York
New Jersey between 1628 and 1792. The original Latin may be seen in Corw
Manual of the Reformed Church in America, second edition, page 353. Document
was a duplicate in Dutch, and contained the names of the laymen as well as the ministers present. Unfortunately this document could not be found when the others were deposited in the Sage library at New Brunswick in 1875. A copy may have been printed before that in the Christian Intelligencer or elsewhere.

**The Rev. Dr. Edward Tanjore Corwin, the official historiographer of the Reformed Church in America, has recently gone to Holland, to secure the remainder of this correspondence, under the following commission:**

THE GENERAL SYNOD OF THE REFORMED CHURCH IN AMERICA,
*Trenton, N. J., May 1, 1897.*

**To the General Synod of the Reformed Church in the Netherlands, the Synod of North Holland, the Classis of Amsterdam, and other ecclesiastical authorities to whom these presents may come, greeting:**

FATHERS AND BRETHREN: **Herewith we send to you, in our behalf and with our authority, the well-known historian of our Reformed Church in America, the Rev. Edward T. Corwin, D. D.**

**Through your kindness several years ago we came into the possession of much of your correspondence with the American churches during the colonial period. We now respectfully request that Dr. Corwin may be permitted to secure for us copies of the remaining documents in your archives, which illustrate our history.**

**Some of your correspondence with the churches in America has been printed by the State of New York, and we have assurance that when our collection is complete the whole will be printed by the State of New Jersey, the two States of the American Union comprising the ancient territory of New Netherland.**

**With this communication we send to you a printed history of these documents, prepared by our brother herewith commended to you.**

**These credentials are furnished him by direction of the General Synod of the Reformed Church in America at its session held in the village of Catskill and State of New York, from the 3d to the 11th day of June, anno Domini, 1896, as by reference to the accompanying copy of the printed minutes of said session, pages 499, 500, may more fully appear.**

**In behalf of the general synod,** JOHN BODINE THOMPSON, *President.*

**Attest:** WILLIAM H. DE HART, *Stated Clerk.*

[2] **The "manner and customs of the United Provinces" in the matter of higher education were those of other European countries. The universities (founded on the model of the schools of ancient Athens) had a curriculum of the seven liberal arts, so called because instruction in them was deemed necessary for freemen (Latin,**

e college was located at New Brunswick, and the Rev. Dr. Jacob en Hardenbergh, pastor of the churches of Raritan, North Branch, Bedminster, in Somerset County, became the first president of the ution. The manuscript copy of his address upon the graduation e first student is still preserved by his descendants. It is upon 'Advantages of education," which he defines as "the improve- of the human mind for the proper discharge of our several duties rd God, ourselves, and our neighbors." Under the definition is rehended, he says, "the more general parts of education, as read- writing, and the principles of religion, which ought to be the isition of every individual in the community. Common arithmetic some parts of mathematics are necessary for the commercial inter- e of society. The necessity and advantage of this part of educa- he adds, "I shall not now insist upon. A liberal education, or study of the learned languages, liberal arts, and sciences, is the cular thing I have in view." He shows that "proper natural abili- re absolutely requisite to this study," and that "if men of learn- become abandonedly wicked and make use of their knowledge to and perpetrate their villainy, it is not education as such that is ause of such a conduct." He insists upon a liberal education as ssary to free a people, first, "for forming such a constitution as will lculated for effectually promoting the general good," and, secondly, the execution of" the plan of this constitution. He illustrates these ments especially "with respect to the profession of the law," "of ic," and "of divinity." On such grounds he pleads for endowments, udents, and for the favor of the public toward the college. In con- on, he addresses himself to several classes of people; and, first, to rnor William Franklin "as the representative of our most gracious eign," thanking him for granting the charter, which, he says, was vor frequently requested before your arrival to this colony," add- "I trust the name of Franklin will not only be seen in the charter s, but also gratefully remembered by generations yet unborn." He s words of encouragement to the trustees, the faculty, the student constituted the then graduating class, the undergraduates, and upils in the grammar school. To the two latter he says: "I rank together in my address, not because I make no difference as to proper departments, but for brevity's sake, and because what I to offer is equally applicable to you all." He then exhorts them to , to piety, and to propriety of deportment, saying:

to [illegible] I am persuaded you will rather guard your character and prosecute studies with vigilance and alacrity than, by contrary vices, stab your politica [illegible] self, thrust the very sword of grief to the very vitals of your parents

free. These studies were grammar (language), dialectic (the art of reason [illegible], music, arithmetic, geometry, and astronomy. The specific object o [illegible] in the following couplet, which has come down from th [illegible]

"*Gram* loquitur, *Dia* vera docet, *Rhet* verba colorat;
*Mus* canit, *Ar* numerat, *Geo* ponderat, *Ast* colit astra."

friends, and relations, and be ranked with that odious banditti of the schools whose conduct is calculated to make society bleed in every vein, and rob the arduous labor of their instructor of their just rewards of applause.

Finally, he addresses the audience, and ejaculates:

O, may America never want sons of consummate wisdom, intrepid resolution, and true piety to defend her civil and religious liberties and promote the public weal of the present and the rising generation!

Before introducing the candidate "admitted by the honorable board of trustees to the degree of bachelor of arts," he offers "opportunity for relaxation of thought and renewed attention by the singing of a psalm."

The name of the candidate is not stated, nor the date of delivery. The address to the governor is bracketed at the side, indicating, perhaps, that it was omitted because of his absence.

Governor Franklin was arrested and deprived of his office June 17, 1776; but this could not have been the cause of his absence on this occasion, for Simeon De Witt's diploma bears date October 5, 1776, though in consequence of the approach of the British army he did not formally receive his degree until two years later.[1] But the graduating student was present to receive his degree at the delivery of this address. It must, therefore, have been at least as early as 1775. And the tone of the address, so like that of the Declaration of Independence, and so characteristic of the lover of liberty who, during the four or five next succeeding years slept with a loaded musket at his side, indicates that it could hardly have been written much earlier than 1775.[2]

During the Revolutionary war the college was migratory. Sunday, December 1, 1776, Washington and his little army were at Brunswick, but the next day they were at Princeton, and Brunswick was in possession of the British.

According to the issues of the New Jersey Gazette, published at Trenton, May 13, 1778, and January 27, 1779, "the business of Queen's College" was then "carried on at the North Branch of Raritan, in the county of Somerset." Tradition avers that the precise locality was opposite the ford of the North Branch just above the Head of Raritan, in the house adjacent to the ruins of the log church "over the North Branch," on the hill whence one looks across Tucca-Ramma-Hacking, the meeting of the waters, straight down the reach of the beautiful river. In the advertisement it is stated that

this neighborhood is so far distant from headquarters that not any of the troops are stationed here: neither does the army in the least interfere with the business of the college. The faculty also take the liberty to remind the public that the representatives of this State have enacted a law by which students are exempted from military duty.

After the war the Political Intelligencer and New Jersey Advertiser, printed by Shepherd Kollock, at Queen's College, was published at

[1] Prof. T. S. Doolittle, in Corwin's Manual of 1879, p. 85; and the Historical Address of Hon. Joseph P. Bradley, p. 40.

[2] But see Dr. Johnson's statement to John Ewing in 1773, p. 184).

Brunswick, where Dr. Hardenbergh was then pastor of the church, ell as president of the college. Of the 60 young men graduated the college before its doors were closed in 1795 because of financial ·ulties, 10 became ministers of the gospel.

·e college was opened again in 1807 after the alliance with the ›d of the Reformed Church, and was devoted chiefly to the educa- of ministers, until by the act of the legislature, passed April 4, , it was made "The State College for the Benefit of Agriculture and Mechanic Arts," since which time it has been more nearly conformed e design of its founders.

e struggles of the colleges in those days were great, but those of ›ountry schools were greater. The instructions for the guidance overnor Bernard, issued in 1758, directed that—

hoolmaster be henceforth permitted to come from England and to keep school d province without the license of said Bishop of London; and that no other n, now there or that shall come from other parts, shall be admitted to keep l in that our said province of New Jersey without your license first obtained.[1]

is restriction was necessary, since the country was full of adven- 's, many of them of bad habits, who palmed themselves off as ›etent instructors. Among these were university graduates of ·ing propensities, and others who had "left their country for their try's good."[2]

›st of the teachers were men, but there were women among them Among these was Elizabeth, the only child of Dr. Thomas Samp- ›f Cheshire in England, where she was born in 1713. She was an llent teacher, but her second husband (for she had three) was a

w Jersey Archives, Vol. IX, p. 68.

·e inhabitants of the colonies were not more easily imposed upon than the itants of the mother country. In his autobiography Franklin tells the story mes Ralph, one of his "inseparable companions" who, under Franklin's influ- abandoned his religious profession, deserted his wife and child in Philadel- accompanied Franklin to England, lived a disreputable life in London, changed ime, went down into the country, and became a "schoolmaster at N——, a small e in Berkshire." Afterwards he seems to have repented, reformed, resumed n name, and made it honorable. Charles James Fox described him as "an n of great acuteness and diligence." He was cured of his ambition to e a poet when Pope pilloried him in the Dunciad with—

"Silence, ye wolves, while Ralph to Cynthia howls,
And makes night hideous; answer him, ye owls!"

never returned to America, but died at Cheswick in 1762. The only notice he took of his daughter was to send her (by Franklin, after the birth of outh child, whose name was Benjamin Franklin Garrigues), a "piece" of She and her husband meanwhile had become worthy members of the So- ends, and the cloth was made into garments, in Quaker style, for him eight sons. The contrast of the blue color with the style and with the r associates attracted attention to the procession of the family to the mee r, First Day, and is still remembered in Philadelphia. One of these James Ralph Garrigues, I knew personally and respected highly.

thoroughly worthless one. She was a young widow when she came to this country, where she married a schoolmaster, who fell in love with her for her dancing. He kept school on Long Island, and was very drunken and profane. At last she had his permission to visit her relatives in Pennsylvania. She says:

My husband accompanied me to the Blazing Star Ferry, saw me safely over, and then returned. In the way I fell from my horse and for several days was unable to travel. I abode at the house of an honest Dutchman, who, with his wife, paid me the utmost attention and would have no recompense for their trouble. I left them with sentiments of deep gratitude for their extraordinary kindness, and they charged me if ever I came that way again to call and lodge there.

She reached Philadelphia in safety and her husband followed her thither. They went to Wilmington, in Delaware, and there heard that a schoolmaster and a schoolmistress were needed at Freehold, in New Jersey, for which place they accordingly set out.[1]

In the account of her life she writes:

In our way to Freehold, as we came to [the Friends' meetinghouse at] Stony Brook, my husband turned toward me and tauntingly said, "Here's one of Satan's synagogues; don't you long to be in it? I hope to see you cured of your new religion." A little further on we came to a large run of water over which there was no bridge, and being strangers we knew no way to avoid passing through it. He carried over our clothes, which we had in bundles; and, taking off my shoes, I walked through in my stockings. It was in the twelfth month; the weather was very cold, and a fall of snow lay on the ground.

After walking nearly a mile we came to a house, which proved to be a sort of tavern. My husband called for some spirituous liquors, and I got some weakened cider mulled, which rendered me extremely sick; so that after we were a little past the house, being too faint to proceed, I fell down. "What's the matter now," said my

[1] She says: "In our way to Freehold we visited the kind Dutchman whom I have mentioned in a former part of this narrative. He made us welcome, and invited us to pass a day or two with them. During our stay we went to a large meeting of Presbyterians, held not only for worship but business. In particular the trial of one of their priests, who had been charged with drunkenness, was to come on. I perceived such great divisions among the people respecting who should be their shepherd that I pitied them. Some insisted on having the old offender restored; others wished to have a young man they had had on trial some weeks; others, again, were for sending to New England for a minister. In reply, one who addressed himself to the chief speaker observed: 'Sir, when we have been at the expense (which will not be trifling) of fetching this gentleman from New England, perhaps he'll not stay with us.' 'Don't you know how to make him stay?' said another. 'No, sir.' 'I'll tell you; give him a large salary and I'll engage he'll stay.' I listened attentively to the debate, and most plainly it appeared to me that these mercenary creatures were all actuated by one and the same motive, which was not the regard for souls, but the love of money." This was in 1736 or 1737, at the trial of the Rev. Joseph Morgan, pastor at Hopewell. The "kind Dutchman" was probably Peter Lott, who was one of the witnesses at the trial. Mr. Morgan was the first graduate of Yale College, and had been a minister at Freehold before coming to Hopewell. He learned Dutch in order to preach the gospel to those who were scattered abroad, and ultimately died while on an evangelizing tour on the Jersey coast. (See The History of the Presbyterian Church in Trenton, by John Hall, D. D., pp. 40-50, 71, 72; and Corwin's Manual of the Reformed Church in America, third edition, pp. 389, 390.)

nd, "what, are you drunk? Where's your religion now?" He knew that I
ot drunk, and at that time, I believe, pitied me, although he spoke in this
er. After I was a little recovered we went on and came to another tavern,
we lodged. The next day as we journeyed a young man, driving an empty
overtook us. We asked him to let us ride and he readily granted the request.
known the time when I would not have been seen in a cart, but my proud
was humbled and I did not now regard the look of it. This cart belonged to
in Shrewsbury and was to go through the place of our destination. We soon
ne care of the team to ourselves through a failure of the driver and arrived
t at Freehold.

husband would have had me stay here while he went to see the team safe home.
him no; since he had led me through the country like a vagabond I would not
ehind him. We therefore went together and lodged that night at the house of
wner of the cart. The next day on our return to Freehold we met a man riding
l speed who, stopping said to my husband, "Sir, are you a schoolmaster?" He
ered, "Yes." "I am come," replied the stranger, "to tell you of two new
houses, 2 miles apart, and that a master is wanted for each." I turned and
"My dear, look on me with pity, if thou hast any affection left for me, which
thou hast, for I am not conscious of having done anything to alienate it.
s an opportunity to settle us both, and I am willing to do all in my power
d getting an honest livelihood." After a short pause he consented to go with
oung man.

e, according to my desire, we settled. My husband took one school and I the
and by the end of the week we got settled in our new situation. We took a
in a Friend's house, 1 mile from each school.

lived in a small house by ourselves which, though mean, and though we had
to put in it (our bed being no better than chaff), I was truly content. The
lesires I had were for my own preservation and to be blessed with the reforma-
f my husband. He had got linked in with a set of men who, he feared, would
game of him. They used to come to our house and provoke him to sit up and
with them, sometimes till near day, while I have been sorrowing in a stable.
as I sat in this condition I heard him say to his companions, "I can't bear to
my poor wife in this manner, for whatever you may think of her, I do believe
a good woman." He then came to me and said, "Come in, my dear; God has
thee a deal of patience; I'll put an end to this practice;" and so he did, for
as the last time they sat up at night.

husband now thought that if he was in any place where it was not known he
een so bitter against Friends he could do better. But I was much against his
g, fearing it would tend to his hurt, he having been for some months past
altered for the better.

all I could say would not avail. Hearing of a place at Bordentown he went
r, but was not suited. He next removed to Mount Holly, where we settled.
d each of us a good school, and soon got our house pretty well furnished, for
olks, and might have done very well. Nothing seemed wanting to complete
ppiness, except the reformation of my husband, which I had much reason to
I should not see soon.

l out according to my fears. He addicted himself much to drinking, and
worse than before. Sorrow was again my lot; but I prayed for patience to
n affliction, and to submit to the dispensations of Providence. I murmured
nor do I recollect that I ever uttered any harsh expressions, except on one
My husband coming home a little intoxicated (a state in which he was ve
finding me at work by a candle, he put it out, fetching me at t
t a box on the ear, and saying, "You don't earn your light." At th
disagreeable which I had not been used to for the last two years, I was somewh
and "Thou art a vile man." He struck me again; but my anger
and I received the blow without so much as a word in return. This
and he went on in a distracted-like manner, uttering such

sions of despair as that he believed he was predestined to da
not care how soon God struck him dead. I said very little, t
bitterness of my soul, I broke out into these expressions: "Lord
afflictions, and deliver me by some means or other." My prayer w
such a manner that I thought it would have killed me. He we
where he got drunk, and enlisted to go as a common soldier to Cub.
Afterwards he was taken sick and sent to Chelsea Hospital, nea
he died, leaving debts in New Jersey to the amount of £80.[1]

She settled herself steadily to the business of school ke
Burlington County, and gradually paid off the debts, which l
was not compelled to pay, for want of effects.[2]

The supply of competent teachers had never been equal t
demand in New Jersey. Constantly men and women were
for the purpose from other governments. The following
ments will be of interest:[3]

This is to inform Mr. Richard Wright, of the kingdom of Ireland, who lately k
a school at Perth Amboy, that his brother, Joseph Wright, is arrived in th
parts.—(The Pennsylvania Gazette, September 30 to October 7, 1731.)

PHILADELPHIA, *September 11, 1746.*

Notice is hereby given that there is in the township of Bethlehem and county of Hunterdon, in West Jersey, two or three vacancies for schools, where £18 or £20 a year hath been given, with accommodations. Any schoolmaster well qualified with reading, writing, and arithmetic, and wants employment, may repair to John Emley, living in the abovesaid place, and undoubtedly find employment.—(The Pennsylvania Gazette.)

Notice is hereby given that a good schoolmaster is very much wanted at the Landing, near New Brunswick, where a full school may be had as soon as a master will settle there, as there is not one in all that place.—(The New York Gazette, March 16, 1747.)

A good schoolmaster for children, that can teach reading, writing, and ciphering, is wanted at Raritan, about 6 miles above Bound Brook. Any person properly qualified may meet with good encouragement by applying to John Broughton.[4]—(The New York Gazette, March 23, 1747.)

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[1] Among the acts passed by the general assembly of the province of New Jersey, at Burlington, in 1740, was one for victualing and transporting the troops to be raised in this colony for His Majesty's service on the intended expedition to the West Indies, in the prosecution of the war against Spain (which was declared October 23, 1739, and ended by the treaty of Aix-la-Chapelle, October 7, 1748). July 18, 1741, Admiral Vernon and General Wentworth made an attempt upon the island of Cuba and possessed themselves of a fine harbor, but were obliged to quit it on account of the great sickness among their men.

[2] In 1746 she married Aaron Ashbridge. She was a devoted preacher among Friends. In 1753 she went on a religious visit across the Atlantic, where she died on the 16th of the 5th month, 1755, at the house of Robert Lecky, in the county of Carlow, Ireland, and was buried at Ballybrumhill. (Some Account of the life, sufferings, and exercises of Elizabeth Ashbridge, in Friends' Miscellany, Philadelphia, Twelfth month, 1833. Vol. V, pp. 1–45.)

[3] These advertisements are from the New Jersey Archives, Vols. XI, p. 260, and XII, pp. 320, 341, 347, 514, 583, 619.

[4] John Broughton was of the firm of Janeway & Broughton, the most extensive dealers in grain and general merchandise in all this region. Jacob Janeway lived at Middlebrook, near Bound Brook, and owned the mill there. Janeway & Broughton's account books, full of interest to the genealogist and historian, are in the possession of Henry L. Janeway, esq., of New Brunswick.

ting, arithmetic, vulgar and decimal, merchants' accompts, by the Italian d (double entry), sundry branches of the mathematics, as navigation, surveying, nd algebra, all carefully taught in Burlington, near the court-house, by s Craven.—(The Pennsylvania Gazette, February 7, 1748–49.)

schoolmaster or mistress that shall come well recommended to be of a sober iour, and can spell well, and write a good common hand, may find encourage- or keeping of a school by applying to William Foster, near Mount Holly, in Jersey.—(The Pennsylvania Gazette, November 2, 1749.)

ngle person is wanted that is qualified for a schoolmaster; such an one will with encouragement by applying to Martin Beekman or Abraham Dumont, Raritan River, about 7 miles above the Landing.—(The New York Gazette, 9, 1750.)

ıong the adventurers from other colonies who came to New Jersey Ransford Rogers, a Connecticut man. In 1788 he taught a small l just out of Morristown. Having some knowledge of chemistry, eing thoroughly unprincipled, he took advantage of the credulity ty people in the vicinity to trick them out of their money. There ong been a tradition of a vast treasure hidden in the ground at ley's Mountain, guarded, according to the superstition of those by the ghosts of men buried with it. Again and again, in the ness of the night, he led his dupes to the place where the treasure supposed to be buried, when explosions would take place and ge noises be heard, none of the victims suspecting that mines had carefully prepared by the schoolmaster that they might be exploded e proper moment. White forms also were seen flitting through orest, and when the conspirators all lay flat on their faces with a piece of white paper in his hand, and all the papers were shaken her, a writing was discovered on one of them which stated that the lian ghosts would be propitious and allow the treasure to be taken, ded each one of the forty would pay to the schoolmaster £12 in or silver money.

ch of the money was paid before the schoolmaster, playing the , in a fit of intoxication, betrayed himself, was detected and impris- He prevailed upon one of his victims to bail him out, however, hen betook himself to parts unknown.[1]

e government of the colonial schools was often brutal. It is hardly nuch to say of some of the New Jersey schools what Charles cis Adams has said of the Massachusetts schools of that day:

r to 1800 in point of fact the children were neither taught much nor were they t well, for through life the most of them could do little more in the way of g than scrawl their names.

y any chance the village school of 1790 could be brought back to 1890, the ts would in horror and astonishment keep their children at home until a town g called at the shortest notice could be held; and this meeting would prob- have culminated in a riot, in the course of which the schoolhouse as well as would have been summarily abated as a disgrace and a nuisance.[2]

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ber and Howe's Historical Collections, p. 394. Rogers's adventures were the basis of David Thompson's novel, entitled May Martin; or the M rs

ree Episodes of Massachusetts History. McMaster's History of the U nited States says that "in many parts of New England it must be c ndition of the schoolmaster has improved but little since 1784!"

This is very strong language, but it is not entirely undeserved. The government of many of the schools of the last century was execrable, and the teaching was often not much better.

Almost every schoolmaster kept as a precious treasure a manuscript volume of instructions and examples which he had received from his teacher, and from this derived much of the learned lore from the manifestation of which—

> Still the wonder grew
> How one small head could carry all he knew.

In some instances this was supplemented, and ultimately superseded, by a book printed for the teacher's use and containing sometimes instructions upon a great variety of topics. In 1726 Isaac Watts (who was a teacher, as well as a poet and theologian) sent forth such a book entitled First Principles of Geography and Astronomy Explained.[1]

A book which shows abundant signs of use is "The Instructor, by George Fisher, accomptant. The fourteenth edition corrected and improved. London, 1757. Price 2s. 6d." (12mo., pp. 384). It has a frontispiece as representative of an English school, after which the colonial schools of those days were as far as possible modeled. Of course, however, the common schools on this continent were entirely destitute of maps, globes, and other apparatus, as well as of reference books. This volume contains instructions in spelling, reading, writing, and arithmetic; and also in letter writing, bookkeeping, legal forms, mensuration, the making of sundials, dyeing, gardening, pickling, and preserving, as well as in geography and astronomy, etc., and in this order.

A few extracts from the instructions for writing may be taken as specimens of the whole:

> First, and principally, there must be a fixed desire and inclination imprinted in the mind for its attainment; for I myself had never acquired or arrived to any proficiency in it, if I had not had a strong desire and inclination to it; arising from being convinced of its excellent use in trade, and all manner of business, according to the verse:
>
> Great was his genius, most sublime his thought,
> That first fair writing to perfection brought, etc.
>
> Next to the desire there must be added a steady resolution to go through with it till it is gained, and by a diligent and indefatigable application, overcoming all seeming difficulties that may arise in the progress of its attainment, agreeable to this distich:
>
> By frequent use, experience gains its growth;
> But knowledge flies from laziness and sloth.

[1] It enables one to understand how a paper read at the meeting of the Society for the Propagation of the Gospel, in London, February 15, 1723, could have been entitled "The humble address of the inhabitants of Salem in West Indies, New Jersey." Dr. Watts informs us that "America is called in general the West Indies."

The book mentioned, and others similar, it has been my privilege to contribute to the library of the New Jersey State College at New Brunswick, as memorials of colonial days.

en follows a statement of the implements used, with directions how ›ld the pen, to make a pen, forms of the letters, a dozen pages of t sententious sayings to be used as "copies," receipts for making for keeping it from freezing and molding, etc.

e implements are summed up in these lines:

> A penknife razor-metal, quills good store;
> Gum-sandrick powder, to pounce paper o'er;
> Ink, shining black; paper more white than snow;
> Round and flat rulers on yourself bestow;
> With willing mind, these, and industrious hand,
> Will make this art your servant at command.

receipt for making "the best black ink in the world" may remind ' some of the inconveniences of our ancestors, from which we are ›ily free:

6 quarts of rain or river water (but rain water is the best) put 1½ pounds of blue galls of Aleppo (for those of Smyrna are not strong enough), bruised ; small; 8 ounces of copperas, clean, rocky, and green; also 8 ounces of clean, t, and clear gum arabic, and 2 ounces of roche (sic) allom. Let these stand her in a large stone bottle, or clean stone pot, or earthen pot, with a narrow ı to keep it free from dust; shake, roll, or stir it well once every day, and you ıave excellent ink in about a month's time, and the older it grows the better it ›e for use.

'ou soak the green peeling of walnuts (at the time of the year when pretty and oak sawdust, or small chips of oak, in rain water, and stir it pretty often fortnight, the water strained off and used with the same ingredients as above, ender the ink still stronger and better.

ıder the head of geography we are informed that—

.nglish possess a large track (sic) of the seacoast of the Atlantic Ocean, which—allowance for the windings of the coast—may be very well supposed to be than 1,500 miles. The name of their plantations or settlements, with their towns, follow:

| | Chief towns. |
|---|---|
| Nova Scotia | Halifax. |
| New England | Boston. |
| New York | New York. |
| Pensilvania | Philadelphia. |
| New Jersey, East | Elizabeth Town. |
| New Jersey, West | Elsingburgh. |
| Maryland | Baltimore. |
| Virginia | James Town. |
| North Carolina | |
| South Carolina | Charles Town. |
| Georgia | Savannah. |

much more scientific work, which also has been greatly used, is ew Geographical and Historical Grammar, by Mr. Salmon, the tenth on, London, 1766 (8vo., pp. 616). It is an excellent treatise on rical geography, and must have been of great value to teach

.omas Salmon wrote also a chronological history of England, and an exam ›ing Burnet's History. He was one of the authors of the Universal H ed in 1743.

There could have been little demand for the teaching of geography in the schools of those days; but this was a work of reference for the schoolmaster. For this purpose it lay upon the desk of one of the teachers of my childhood nearly a hundred years after it was printed. At that time it served also to hold the "copy plates," as they were called, furnished by the teacher to those who were learning to write, instead of "setting the copy" with his own hand.

The "copy plates" had been cut singly from The Writing Master's Assistant, containing four sets of apothegms in script arranged alphabetically under the heads large text, round text, round hand, and running hand. They had been "written by William Thomson, professor of writing and accompts, and accurately engraved on twenty-two copper plates by H. Ashby, London." The book is in quarto, with paper cover, and originally contained 48 pages, but all of the "round hand" pages have been extracted, as well as parts or the whole of many others, so that I am not able to discover how round text differed from round hand.

A much more important book was The Schoolmaster's Assistant; Being a Compendium of Arithmetic, both Practical and Theoretical, by Thomas Dilworth. This was a great favorite in New Jersey, as in other of the United States, and in Great Britain. It was put into the hands of the pupils and saved the teachers much labor. The twelfth edition was reprinted in Philadelphia in 1790. "The preface, dedicatory to the reverend and worthy schoolmasters in Great Britain and Ireland," states and answers two objections to the use of such an "assistant," viz. "that some boys lazily inclined, when they see another at work upon the same question, will be apt to make his operation pass for their own," and "that to teach by a printed book is an argument of ignorance and incapacity." It contains an admirable essay "On the education of youth, humbly offered to the consideration of parents," making nine important suggestions for cooperation with the teacher, and closing with a plea that girls also may be taught to write well. The work is recommended for use in schools by 50 English schoolmasters and by Nathaniel Wurteen, schoolmaster at Philadelphia.

This book continued in common use in New Jersey until about 1830, though it contained no account of the decimal currency of the United States. Probably this is one reason why accounts were kept in pounds, shillings, and pence almost to the middle of the century and why the words "shilling" and "penny" are still current.

## II. TYPICAL SCHOOLS.

In the last century it was a common practice to provide for churches and colleges by means of lotteries. July 2, 1753, in imitation of this example, a lottery was drawn at Trenton for the establishment of a school in that place. It was advertised as follows:

We, whose names are hereunto subscribed, sons of some of the principal families in and about Trenton, being in some measure sensible of the advantages of learning, and desirous that those who are deprived of it through the poverty of their parents

: taste the sweetness of it with ourselves, can think of no better or other
ɔd for that purpose than the following scheme of a Delaware Island lottery for
g 225 pieces of eight [Spanish dollars] toward building a house to accommo-
ın English and grammar school and paying a master to teach such children
- parents are unable to pay for schooling. It is proposed that the house be 30
ɔng, 20 feet wide, and one story high, and built on the southeast corner of the
nghouse yard in Trenton, under the direction of Messrs. Benjamin Yard, Alex-
Chambers, and John Chambers, all of Trenton aforesaid. The managers are
ald Hooper, son of Robert Lettis Hooper, esq.; Joseph Warrell, jr., son of
h Warrell, esq.; Joseph Reed, jr., son of Andrew Reed, esq.; Theophilus Sev-
jr., son of Theophilus Severns, esq.; John Allen, jr., son of John Allen, esq.;
am Paxton, son of Joseph Paxton, esq., deceased; and John Cleayton, son of
am Cleayton, esq.

ıe drawing was to take place

ısh Island in the river Delaware, opposite to the town of Trenton, and the
y raised by this lottery shall be paid into the hands of Moore Furman, of Tren-
who is under bond for the faithful laying out the money for the uses above.
ve, the managers, assure the adventurers, upon our honor, that this scheme in all
irts shall be as punctually observed as if we were under the formalities used in
ies: and we flatter ourselves the public, considering our laudable design, our
and our innocence, will give credit to this, our public declaration.

ıis "lottery of the innocents" must have been planned by older
ls than theirs. The treasurer was the well-known postmaster of
'own. In this same month of July the Rev. Aaron Burr, president
ıe college at Princeton, wrote to the Rev. David Cowell, pastor of
Presbyterian Church in Trenton:

ıil do my best in providing you a schoolmaster, but have some fears whether I
nite suit you or me. One of the best I must keep for my own use; one or two
that I could recommend are otherwise engaged. I have three in my mind and
little at a loss which to send.

ıe compensation offered for a teacher at that time was £25 a year
boarding.

1765 "directors of the schoolhouse" were elected by the congre-
on of the Presbyterian Church; and in 1800 the "certain brick
ding, which was erected on the lot belonging to the trustees of the
church for the purpose of a schoolhouse, was leased for ninety-
years at the rate of $1 a year to the proprietors of the Trenton
demy.

fter the Revolutionary war, February 10, 1781, twenty of the citi-
of Trenton and its vicinity associated themselves together "for
purpose of erecting a schoolhouse in the said town and keeping up
gular school for the education of youth, to be conducted under the
of the Trenton School Company."

he capital stock of the company was to consist of £270, to be
ded into 36 shares of the value of £7 10s., lawful money, each.
ch was subject to assessment for whatever might be further d
essary, by the company, to finish the school building, (which

Hall's History of the Presbyterian Church in Trenton, pp. 119-121.

to have been already begun). The possession of a proprietary share gave the right to send a child to school without any charge for use of the building. Out scholars, or those not sent on shares, were assessed 50 cents each quarter, besides tuition, by way of rent money. To all the scholars extra charges were made for incidentals, such as for wood money, at the rate of 75 cents per quarter. Five trustees were elected by ballot. February 11, 1782, James Burnside was appointed teacher, and in March the appointed visitors reported to the trustees that they found the teacher "to be attentive to his duty, the school in decent order, and an uncommon degree of emulation for improvement seems to prevail among the scholars; that good attention is paid to spelling, reading, and writing," and the names are given of fourteen pupils who "are learning arithmetic."

In the first quarter there were 40 pupils. In August public speaking was introduced, and a little more than £200 was added to the funds, by voluntary contributions from the stockholders and others, for the purpose of more firmly establishing the school and improving the grade of its studies. In March, 1783, it was decided to add to the list of proprietors, whose shares at that time had been assessed to the amount of £12 16s. 8d., a sufficient number of subscribers at that rate to double the size of the building. Thirteen additional shares were subscribed, and the new building was erected at a cost of £447.

About this time considerable donations were received from Robert Lettis Hooper, John Cox, William C. Houston, George Davis, and (from David Cowell, M. D.) a legacy of £100. The original proprietors were Joseph Higbee, David Brearley, James Milnor, jr., Rensalaer Williams, Joseph Paxton, Stacy Potts, Isaac Smith, Isaac Collins, William Tucker, James Ewing, Konrad Kotts, Stephen Lowrey, Abram Hunt, Moore Furman, Robert Neil, Micajah How, Jacob Benjamin, William Churchill Houston, John Neilson, and Francis Witt.

The teachers up to this date were James Burnside, George Merchant, Mr. Mahan, Peter Van Gelder, and James Davis.

November 10, 1785, an act of the legislature incorporated the original proprietors and trustees under the title of "The proprietors of the Trenton Academy."

The charter recites the original articles of agreement and states as reasons for incorporation that a lot had been purchased and a building erected "in which the learned languages, the English and French grammatically, and other useful branches of literature are taught with great success." The company, however, continued to operate under the original articles of association as well as under the provisions of this charter. It was not until 1847 that a set of by-laws was adopted.

March 14, 1786, it was ordered that the tuition money in the English school be reduced to 15 shillings, that the entrance money to the English school be 50 cents, and in the Latin school $2.

In 1787 John Mease was teacher of reading, writing, and arithmetic, and it was unanimously agreed that girls be admitted half days in the

my, and that Mrs. Mease be allowed the unfurnished room in
:ademy for her school.

June, 1787, the Rev. James F. Armstrong, then and for thirty
pastor of the First Presbyterian Church, was engaged to super-
l the academy "by attending the several schools occasionally,
sing the scholars into classes, directing the number of classes,
articular studies of each class, attending to government and order,
ving how the several teachers conduct themselves, directing the
nciation and manner of teaching, and presiding over public
inations;" he to provide a proper teacher for the grammar school,
approved by the trustees, for which the trustees agreed to pay
he sum of £150 per annum.

1788 the trustees, finding the management of the schools, although
y satisfactory, too expensive for the funds, resumed their personal
intendence, reducing the duties and the salary of Mr. Armstrong.
chool was now rapidly advancing in the character and grade of
udies, and on September 15, 1789, it was decided to give a certifi-
nder the seal of the corporation—

h scholars as shall have studied the English language grammatically, and
ave gained a competent knowledge of at least two of the following branches,
xtraction of the roots, algebra, mathematics, geography, chronology, history,
hetoric, moral and natural philosophy, spirit of laws and criticism; and those
g read what is usually read in schools of Cæsar's Commentaries or Ovid's
orphoses, Justin or Sallust in Latin, and any two of the four following
: The New Testament, Lucian's Dialogues, Xenophon, or Homer in the Greek,
e entitled to have the same inserted therein.

ruly boys were expelled from the academy.

1792 the price of tuition was fixed at $3 the quarter for the English
l and English grammar; and those who were taught any of the
ical branches of mathematics were to pay for them in addition, as
rs: For navigation, $8; for surveying, $4; for gauging, $2. A
y, authorized by the legislature in 1794, realized, in 1802, a profit
.263.36. In 1800 the brick schoolhouse, which stood on the Pres-
ian church grounds, was leased and the girls' school removed to
building.

1807 the trustees prohibited the "scholars from shooting guns
n the limits of the populous parts of the city." December 1, 1817,
rustees recommended all the teachers "to make use of Lindley
ay's system of teaching the English language."

vember 5, 1822, it was resolved that the school in the academy be
l on the 1st of April next, subject to be opened at the discretion
e trustees, and that the academy building be let out to some suit-
erson, if the trustees deemed it expedient. This action was prob
taken to make the academy less of a public institution, and gi
chool into private hands, accountable to the trustees.

1846 the academy building was again altered, much for the be
expense of $3,091.36.

In April, 1847, Charles S. Stone became principal. He occasionally delivered scientific lectures to the scholars, who numbered, in 1850, 75.

September 1, 1851, David Cole was chosen principal, and under his excellent care the school grew to larger proportions than ever before. There were 143 pupils, and the assembly room was built in the rear for their accommodation. In 1854 John B. Thompson (who, since his graduation from Rutgers College, in 1851, had been teaching classical and public schools at Somerville and Flemington) was appointed assistant teacher. Soon after, his friends, Converse R. Daggett and Elbridge W. Merritt, were also engaged.[1] William H. Brace and Frederick R. Brace were added.[2] George Gerard was teacher of French, and Ferdinand I. Ilsley of vocal music. Samuel Backus was vice-principal, as he had been since 1847. Members of this faculty alternated in conducting the devotional services at the opening of the school each morning, with brief addresses on moral or religious topics.

Mr. Cole resigned in 1857, and Samuel Backus was made principal, a position he held until his greatly lamented death a year later. The school suffered because of the rivalry of the State Model School and because of the distractions of the civil war. After the war it revived again, however, and the hundredth anniversary of its organization was celebrated with a historical address (to which I am largely indebted for the foregoing statements) by William L. Dayton, jr., who had been a pupil when the writer was a teacher in the institution. At this time the school contained but 19 pupils, and not long after its doors were closed. Its work was done. The property was sold, and more than $50,000 were divided among the stockholders.

In September, 1883, the building was rented and it was used for several years as an annex to the public school, which had been established on the adjacent lot (where the whipping post of the city had stood until the year 1839).

In 1792 the city of Paterson was founded by the Society for Establishing Useful Manufactures. Parents and children were employed in the factories. The superintendent was Mr. Peter Colt. His daughter, Miss Sarah Colt, gathered some of the children together in the basement of her father's residence on Sundays and gave them needed instruction. April 15, 1794, at his suggestion, he was "authorized to employ a schoolmaster to teach the children of the factory on Sundays," the compensation not to exceed "10 shillings per week." January 25, 1796, Mr. Colt

[1] Mr. Daggett became afterwards a Baptist minister in Maine; and Mr. Merritt died, June 22, 1897, pastor of the Congregational Church at Salem, Conn.

[2] William H. Brace continues his connection with education in Trenton to this day. He was the first superintendent of schools in Mercer county, and has been principal of the Trenton City High School from its organization in 1871.

Frederick R. Brace taught at Millstone before he became a Presbyterian pastor in 1861. Since that he has served for twenty or thirty years as superintendent of the schools of Camden county. He is still president of the board of education of the town in which he resides.

›efore the board a letter from John Wright, the schoolmaster, in quence of which he was instructed not to charge any rent for the ing used for this school.[1]

e adjacent village of Wesel had been settled long before. About William Jenner (who had been a sailor) was a teacher there (as as also from 1813 to 1815, in which year he mysteriously dis- ared). About 1802 Joseph Henderson succeeded Jenner. He was ›ibed by some of his pupils as "a full-blooded Englishman" and old tyrant." About 1806–1807 Bernard Sheridan, an intelligent man with a marked brogue, succeeded, and kept the school up to y high standard.[2]

out 1820 Thomas Gould was the schoolmaster, and after him came › Goetschius, who "used to take the hide off," but was "a remark- thorough instructor."

yant Sheys was an Irishman who retained a rich brogue. He was n of fine parts, an excellent scholar, frank and generous, and his fault was an overfondness for a "social glass." He taught until

e Carpenter succeeded Sheys. His successor dismissed the school Saturday night, promising the pupils a sound flogging on the fol- ıg Monday morning, for some real or fancied misbehavior. But for human frailty! That very night he got drunk, fell to fighting, ·eceived two such black eyes and such a general battering that he ıshamed to be seen by his pupils, and left the country for parts own.

a natural consequence of the drinking habits of the day, instances

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nday schools originally devoted most of their attention to teaching children d. So late as 1822 the Paterson Union Sabbath School Society declared that y's object to be "the instruction of children and youth in the rudiments of the sh language, religion, and morality." The volunteer teachers in these schools not always themselves very well educated. So late as 1860, in a school in ·rdon County, a pious man was endeavoring to teach a dull boy to pronounce of two syllables from Webster's Elementary Spelling Book. When the pupil l, the teacher said, "Go on." "I can't," was the reply. "Why not?" "Don't what that word is." "Spell it." "J-a-c-k-a-l-s." "Well, pronounce it." "I " "Spell it again and pronounce your syllables." "J-a-c-k——" "Jack," he teacher quickly. "Jack," the boy duly responded, and went on, "a-l-s." ıg up to his teacher for the pronunciation of the syllable and the word. After stant's hesitation it came, "a-las, Jack-a-las," which the boy reverently ·ed, and went on to the next word.

·eridan's tombstone informs us that:

> "He re lies an honest man at rest,
> As ever God in his image blest.
> A friend of man, a friend of truth,
> A friend of age, a guide of youth.
> If there's another world, he lives in bliss;
> If there's none, he made the best of this."

ıs information respecting schools at Paterson is derived from the ·ot the Hon. William Nelson, prepared for the Centennial Expositio

of intoxication by schoolmasters continued to occur almost to the middle of the present century. Two at least of those whose schools I attended in my youth were victims of alcoholic drinks.

All of the schools of that day of which I had knowledge were pay schools.

In 1833, however, there was a free school in the city of Trenton, presided over by Mr. Thomas J. Macpherson, the father of the speaker of the house of assembly in 1896. It was not a municipal school. Nevertheless, during Mr. Macpherson's successful administration it was removed (in 1838) from the Masonic Hall on Front street to the old jail adjoining the Trenton Academy, the school being in the upper portion and the jail in the basement. According to contract this building was to be the property of the city only so long as it was used as a jail. Through Mr. Macpherson's influence, however, a title in fee simple was obtained by the payment of $100 to the estate of William E. Hunt.

In 1844 the legislature granted to the township of Nottingham the privilege of establishing a free public school, in the modern sense of the term. This township is now a part of the city of Trenton. The act allowed the people to raise $600 for the support of the school and $500 for the building.

At the annual town meeting in that year the school committee recommended to raise by tax the full sum allowed by the special township act, and to appropriate the interest on the surplus fund of the general government and the tax on dogs to the support of public schools, which recommendations were carried by a large vote; besides which the committee had husbanded the two years' appropriation from the State fund, amounting to about $300.

This was the first free public school in New Jersey since the end of the Dutch dominion in 1674.[1]

On the 1st of September, 1844, the following teachers were employed to take charge of the school: Joseph Roney, principal, and the Misses Susan S. Allerton, Hannah Carlin, and Sarah Joycelin as assistants. The first received an annual salary of $400 and the others $150 each. The applicants on the first day were over 400, and the difficulty of crowding was alleviated by excluding all under 7 years of age. This was before I made Principal Roney's acquaintance; but he must have been then also an excellent teacher. Salaries were smaller than they are now.

Soon after the Revolutionary war, a schoolhouse was built near the Head of Raritan, where Queen's College had been located during the struggle for American Independence. It would have been useless to demand from the farmers of that region a money payment for the privilege of this schoolhouse, and the proprietors therefore granted privileges equal to their own to any who expressed desire for them by

[1] See the manuscript history of the public schools of the city of Trenton, by Edward S. Ellis, prepared for the Centennial Exposition of 1776, and now in the Teachers' Consulting Library of the city.

ibutions of even small quantities of grain, as appears from the
cription paper still preserved, which reads as follows:

meeting of the proprietors of the schoolhouse held yesterday, the expense of
ng and furnishing the said schoolhouse was calculated, when it was found to
nt to about £30. But the proprietors being generously disposed to make no
nt of the timber or a great part of their labour, if they can only collect as much
y from those which has not assisted at the building as will defray the expenses
ards, nails, the making of shingles, etc., have agreed to the following sums to
id in wheat or money within two months after date, which, if complied with
part of subscribers, it shall intitle them to a right in the schoolhouse in as
nd ample a manner as if they had assisted at the building of it:
ob Ten Eyck, ½ bushel of weat.
eph Stull, ½ bushel of ri. NORTH BRANCH, *October 30, 1782.*[1]

ere was a classical school at Millstone, where Queen's College was
ucted in 1780, when the British again occupied New Brunswick.
1787 to 1812 the Rev. John M. Van Harlingen taught the classics
. After that the Rev. John Zabriskie taught also in connection
his pastorate. Then the Rev. John Cornell took up the work of
school, and was succeeded by a Mr. Addis, and he by Joseph P.
ley, who afterwards became one of the justices of the Supreme
t of the United States. The same qualities that made him suc-
ul as a teacher made him successful also as a lawyer and a judge.[2]
illiam I. Thompson was Mr. Bradley's successor in the classical
l at Millstone. He was specially fond of Latin and Greek studies.

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mes P. Snell's History of Hunterdon and Somerset counties, p. 166.

ey are well indicated in the following extracts from his letters to his friend
ollege mate, William I. Thompson: February 22, 1837, he wrote, "I feel an
st in that school. I hope that it may prosper; and the wish that it might made
rnest that you should take it, as you are a Jerseyman and have all the preju-
of the people in your favor, have experience, and the good word of Somer-
Just give me an idea of your number, talents, progress, the prospect of the
l, etc."

uary 8, 1839, he wrote, "What a world of things there are to learn! Oh, if
uld only devote ourselves to study constantly; if we required no sleep, no
o food; if our capacities were enlarged and our apprehensions quickened to
reatest possible extent, still we could hardly, in our short life, learn what is
learned. What a vast field theology presents to the mind, particularly! And,
law, in its broad sense, including legislation and diplomacy! And, then,
ine, in its broad sense! And then natural philosophy, and natural history,
he sciences of mathematics, astronomy, geology, etc. What a mind God has
to man to be able to comprehend this almost infinite multiplicity of learning
nowledge! He hath set the World in man's heart. God, I believe, gave man
eans to operate upon the subjects of knowledge, at the same time that He
ed him with mind. By the means, I mean language and letters. But the
tructure of sciences—the foundations of which are venerable for their antiquity
the building is still going on—these noble structures, are all the works of the
n mind, piled together by the simultaneous and successive labors of thousands
ousands of the races, amongst whom we hold our humble station.
e glory. I don't wonder that those who devote their lives to learning
an enthusiasm in the pursuits and walks thereof. And yet this worl
tute the great end of our being. The cultivation of piety in ours
ing useful to others, this is our great end."

His neat pocket-copy of Anacreon is still in my possession. He had no superior in preparing boys for college by drilling upon the rudiments of these languages. He himself had been thus taught by Scotch and English teachers, and he adopted their methods of teaching and government. He was, so far as I know, the last one of these "old-time" teachers in New Jersey. With a pleasant disposition, nevertheless, by harshness of voice and manner he acquired a reputation for severity, and regarded this as of great advantage to him in his work. Boys were afraid of him. He was lame from infantile paralysis, and was also unable to lift his right arm save by seizing it at the wrist with his left hand. Consequently, though he used the rod freely, the rod was a small one, and he could use it only by twitching it between the fingers of the left hand, the offender lying in his lap, wriggling. His verbal castigations, however, were something wonderful, and are still recounted with amusement by his pupils, along with their expressions of gratitude for the drill which taught them how to learn.

Mr. Thompson was a teacher in common schools before he went to college. After graduation and teaching classical schools at Somerville and Millstone, he was a tutor in Rutgers College for three years, at the same time studying divinity. Three years he served as pastor; but was then called back to New Brunswick as rector of the grammar school in connection with his alma mater, where he continued for sixteen years. He was always called "the Tutor," partly in derision and partly in affection, after the manner of college students. During this period he received a limited number of pupils into his family, where the kindness of his amiable wife provided for them all the comforts of a home. After leaving New Brunswick they were conducting a classical school in Somerville when he died there, March 19, 1867.[1]

After the Revolutionary war, and indeed down to the middle of this century, schools were conducted very much as they had been in colonial days. Reading and spelling were taught in classes, the former at the beginning, the latter at the end of each of the two daily sessions. Most of the long day was devoted to arithmetic, which was taught separately to each individual, the master passing from one pupil to another as they sat in their seats at the writing desk with their faces toward the wall. There were no blackboards.

Each pupil who studied arithmetic was required to have not only a slate and pencil, with which he worked out the problems in The Assistant, but also a "ciphering book," into which he copied the work done upon the slate. I have such a manuscript book before me. It consists of 60 folio pages and has a home-spun, brown linen cover. It begins with arithmetical tables and continues with rules for solving the problems of each kind, followed by the proposed examples and the solution of each of them to the minutest detail. These are classified (as in the

[1] He was born March 8, 1812. All three of his children became teachers. His only son, John Ward Thompson, is the principal of the school at Upper Montclair.

printed books) under the titles: Addition, subtraction, multiplication, division, reduction (ascending and descending), the single rule of three in direct and inverse proportion, and practice (which is defined as "a short way of finding the value of any quantity of goods by the given price of one integer").

A record at the bottom of the last page on subtraction intimates the arrival of a new schoolmaster, and not obscurely hints that his predecessor had not done his full duty. It says:

Having gone over and grounded the learner in the foregoing rules, he now enters with me in the rule of multiplication, May 20, 1784.

J. WM.SON, *Schoolmaster.*

This is all I know of "J. Williamson, schoolmaster." "The learner" was then less than 12 years of age. He left school to earn his living before he was 13.[1]

The school was on Hollants (i e., Hollandish) Brook, so called from the Hollanders who had settled on its banks and who still spoke their native tongue. The English name is Holland Brook. The schoolhouse stood nearly half a mile northwest of the present schoolhouse (which was built in 1839) in the village of Readington. One of the teachers here before the Revolution was John White.[2] Another was John Mehelm, who afterwards became so well known for his services in New Jersey in behalf of American independence.

But, however good the teacher, the boys of that day were not permitted to continue under his instruction long enough to reap much advantage from it, and the girls had still less opportunity for learning. The following letter, which passed between two graduates of the Hollants Brook school, is probably a fair specimen of the acquirements of girls in country schools a hundred years ago. The writer was a daughter of one of the principal business men of the region. The original letter is in my possession:

AUGES 27.

DEAR MISS i take this opertunity to let you now that we are all in good health hoping these few lines may fine you in the sam and to let you now that i am a moste a fronted at you and sarah that you hav not been to see us yeet

you promised me that you wood com often to see me wen we got doon here and you dont dooe as you have promised me wen you have had so many good opertunitys to come I have seen John pass by so often it made me feel very cross at you to think of it we have had so much bisness this sumer that we have not been able for go no were at tall but I dooe supose that you and sarahs mind runs so much upon Mr M——— and on Edward ——— that you cant think of leving them but com and look at some of our rariton boes and to see how you dooe like them we dooe

[1] Information respecting him may be found in "Otzinachson: a History of the West Branch of the Susquehanna," by John F. Meginnis, (revised edition) pp. 512-537, and in James P. Snell's History of Hunterdon and Somerset Counties, New Jersey, pp. 491-493.

[2] Probably the same John White who had come from Strabane, in Ireland, bringing with him his young cousin, Joseph Muir Head, whose descendants still live in this region.

intend to pay you A vissit as soon as possible I dooe expect to hear
maried before A grat wile let me now wether the brookyies dose go..
yet or now I see them pass by here very often and they make it there
stop by our spring give my best respects to rebeccah maccinny when ..
her tell her that we wood bee very glad to see her down to rariton I
rite A letter and let me now how all the girls is about redentoun an
how is Ame timbook bose my best respects to you both
lomichy[1] and Phebe Wises to be remembered to you both so now more at p
but remain your afectioned friend

ELIZABETH SIMMC

to ELIZABETH MORRHEAD

So far as I know, the first endeavor to provide a legal status f schools in the State of New Jersey was the act of the legislat passed November 27, 1794, entitled "an act to incorporate societies the advancement of learning." It provided for voluntary societies who may elect trustees, not exceeding seven, to constitute the corporation. These might purchase and hold goods and lands whose yearly value should not exceed $4,000; call meetings for the election of their successors; make useful regulations; and must keep a record of their proceedings. Under this law the Holland Brook School, above mentioned, was incorporated, August 4, 1804, by Abraham Post, Peter Quick, Isaac Berkaw, William Dalley, William Spader, Cornelius Van Horn, Abraham Smock, Andrew Mattis, Adrian Stryker, Peter Ten Brook, William Ditmars, and Derrick De Mott.

Having elected five of their number trustees, they caused their proceedings to be recorded in the registry for special deeds for the county of Hunterdon, from which it appears that they had adopted a constitution and laws "for the government of themselves and the school," and defining the duties of the teacher, who was required to sign an agreement to comply with said rules. The seventh rule was—

> It shall be the duty of the teacher to refrain from spirituous liquors while engaged in this school, and not to enter the schoolhouse while intoxicated, nor lose any time through such intemperance.

The first teacher engaged under this incorporation was Tunis Ten Eyck, undoubtedly a native. Other teachers in this vicinity during the succeeding half century were Henry B. Mendham from England, George Hamilton from Scotland, Harry Knox from Connecticut, William Armstrong from Washington County, N. Y., John Schenck, the brothers Eli and William Sherwood, Rodney T. Hyde, Aaron Howell, Joseph Thompson, Friend D. Lord, Elbridge W. Merritt, Elizabeth Webb, etc. The first of the corporators was Abraham Post, who was born October 11, 1740, and died February 11, 1837, having lived almost a century. Strong, active, impetuous, possessed of a strong sense of justice, he had been an ardent patriot during the Revolutionary war, and was now glad to do all he could to perpetuate the liberties for

[1] "Lomichy" is phonetic for the Dutch Lam-met-je, lambkin, a pet name for a girl.

h he had fought, by providing for the training of those upon whom are of such liberties must soon devolve.[1]

ıny of the teachers in the early part of this century were young trying their newly-fledged faculties preparatory to completing studies for a profession. If they did not have experience, they enthusiasm. Being young themselves they could understand their ls and sympathize with them. And they saw the lights as well as hadows of a schoolmaster's life. They knew how to be grave and to be gay. They knew the relief of trifling on occasion (desipere in .

e following letter was written by one of these to a young man who ·ear before had been his companion at the famous boarding school noch Lewis. It came into my hands several years ago with other ts of the person to whom it was written:[2]

WEST FALLOWFIELD, *May 26, 1810.*

SPECTED FRIEND: The long-looked-for period has arrived when to my satisfac- was to receive thy letter. Thee mentions that thee has been informed that we ome very high blades at school during the last term, which I can insure thee truth; for I do not suppose there ever was a time since the school was opened here was as much mischief carried on as at the present time. I left school on 2th of May, and went to my father's house. I tarried there but a short time, I undertook a school in the neighborhood of Doe Run, and now I am teaching . But,

> Of all professions that this world has known,
> From clowns and cobblers upward to the throne,
> From the grave architect of Greece and Rome,
> Down to the framer of a farthing broom,
> The worse for care and undeserved abuse,
> The first in real dignity and use
> (If skilled to teach and diligent to rule)
> Is the learn'd master of a little school.
>
> * * * * *

n teaching school, as I said before, and a tarnal school it is when I am teacher. uppose I tire thy patience, but I intend, for all that, to give thee some account school. In the first place, I will give thee a general description and then an dual description. There are about (although I have not counted) three schol- out the size of Tom Thumb, and the others are a size smaller. All of them very great ways in the spelling book. However, there are none of them but got to the letter A, and I believe the foremost is as far as B. This much I ht proper to inform thee of with respect to the school in general. Now for dividuals. The first I shall say anything about is one with no seat in his rs and two holes in each knee. The second is a rusty-looking little soul, but the only one in the school that has any coat on, and when they were making it had not cloth enough to put but one sleeve to it. The other sleeve was torn ghting bumblebees. The third I shall say nothing about, as he is beyond ption, and therefore will end.

From thy friend, TOWNSEND HAINES.[3]

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rther information respecting him may be found in Snell's History of Hunterd omerset Counties, N. J., pp. 488, 489.

sah M. Reeve. See page 187.)

wnsend Haines was born in Chester County, Pa., January 7, 1792, and died tober, 1865. He was an eloquent and accomplished lawyer, an upright j

The ciphering book was in common use even down to the mi the present century. I have in my possession such a book, between 1820 and 1825. The pupils of that day progressed those of the preceding generation. This book begins wit rule of three. It continues with the double rule of three, pr and tret, interest, discount, equation of payments, barter, loss fellowship, foreign exchange, vulgar fractions, decimals, evolution metical progression, geometrical progression, alligation, position and double), combination, duodecimals, and promiscuous questions.

In every case a rule is given, but no reason. The rule is simply technical direction how to reach the result. Under "combination," is asked: "How many different ways may a butcher select 50 sheep of a flock containing 100, so as not to make the same choice twic Seven folio pages of closely written figures are required to solve the problem, and the solution appears to be reached at last by dividing a number indicated by ninety-four figures by one indicated by sixty-five, i. e., 2938271191429183300971725102665673283896435034902700602314 75-5389311758958772355072000000000000 by 30414215701713378043735108 1-6581976884437764156896051200000000000.

After leaving school, the writer of this book studied mensuration, navigation, and land surveying, recording his studies in a book like his

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and served also as secretary of his native state and Register of the Treasury of the United States. With fine capacities for literature, those who knew him best regretted that he devoted so little attention to it. He will be best known doubtless to posterity by his graphic picture of domestic happiness in humble life entitled, *Bob Fletcher the Plowman and Judy his Wife*, sung to "Lord Elcho's Favorite" (to which Burns wrote, *My Tocher's the Jewel*).

The letter above quoted enables me to identify the author of an anonymous poem which I find in the New York Weekly Museum of December 21, 1816, entitled, THE VILLAGE SCHOOLMASTER.

The first lines are those given above. I append about half of those which follow.

Not he who guides the legs, or skills the clown
To square his fists, and knock his fellow down:
Not he who shows the still more barbarous art
To parry thrusts and pierce the unguarded heart;
But that good man, who, faithful to his charge,
Still toils the opening reason to enlarge:
And leads the growing mind, through every stage,
From humble A, B, C, to God's own page;
From black, rough pot-hooks, horrid to the sight,
To fairest lines that float o'er purest white:
From NUMERATION, through an opening way,
Till dark ANNUITIES seem clear as day:
Pours o'er the mind a flood of mental light,
Expands its wings, and gives it powers for flight,
Till earth's remotest bounds and heaven's bright train,
He trace, weigh, measure, picture and explain.
If such his toil, sure honor and regard,
And wealth and fame will be his dear reward;
Sure every tongue will utter forth his praise,
And blessings gild the evening of his days.

ciphering book, and became the most successful surveyor, as well as teacher, in all that region.

The first school of which I have any personal recollection was a counterpart of the "Dame school" of New England a hundred years before, save that boys no longer wore knickerbockers. In summer, boys and girls alike went barefoot, and doors and windows were left wide open. Mosquitoes had not yet reached so far inland. The school was held in "the old kitchen" which no longer served as such, though it was still a sort of storeroom for utensils used occasionally in a farmer's family.[1] We had two half holidays a week. Monday mornings the room was occupied by the tubs and kettles for the weekly washing. Saturday afternoons were devoted to the use of the "boonder" and the "file" to prepare for the Sunday school (which, also, was the first known in those parts.)[2] It was a pleasure for the children in summer, after the hebdomadal purification, to gather green branches with which to make a bower of the sooty fireplace. This was a neighborhood school; but Betsey Wyckoff, the teacher, was paid by my father. She ever retained an affection for his children, which kindly feeling they did not fail to reciprocate.

Such an improvised schoolroom was more comfortable than most of the country schoolhouses of the day. Professor Kalm, who visited his countrymen in New Jersey near the middle of the last century, commiserated their condition because they had no moss, such as grows so abundantly in Sweden, with which to stop the crevices of their log huts, but were compelled to use clay instead. My judgment is that the clay was the better protection against cold; and that the log schoolhouses and dwelling houses alike were made habitable only by its use. But before the middle of this century the log schoolhouse had given place to one built of boards, though innocent of plaster and paint; and it is quite doubtful whether it was as comfortable in winter as the log edifice which it supplanted. Indeed, the country schoolhouse of the first half of this century would now be considered a disgrace to a civilized community. Usually it was perched upon the side of the public road, resting equally upon it and the land of the adjacent owner, who quietly ignored the trespass. Claiming thus only a permissive existence and having no right to occupy space on earth, it seemed to feel its own insignificance. It squatted close to the ground, and, in one instance at least, which I remember, hid its humble head beneath the branches of a huge red-apple tree. It was square, with the door in the middle of the side next the road.

The door was in two pieces, according to the custom of the country. Usually the upper one of these pieces, "the upper door," as it was

[1] Compare page 107.

[2] It was many years later when I first learned that "boonder" and "file" are not English words but Dutch. The boender was a scrubbing brush made from splints of the tough swamp white oak. Feil is a dialectic form of dweil, a house cloth or mop (without a handle).


A DAME SCHOOL.

called, had, nailed upon the side, a strip which projecting downwa inch, controlled also in one direction the movements of "the door.' Both must be pushed in order to effect an entrance, and under door could not be opened until it was released from its bondag by the opening of its superior. Hence it was usually latchless. R in some adventure of some youthful Robin Hood, the memory of wh had grown dim in the lapse of ages, the projecting strip had b torn off and the under door was movable without any reference to upper door. The rarity, however, of this capability of motion was so great that no one ever thought of attempting to make use of it until an urchin one day astonished his comrades and the master by a sudden and dexterous egress by means of the under door, without opening the upper, by so doing escaping a blow from the falling rod.

The room was 16 feet square. It had six windows of eight small panes each, with tight board shutters. These had once been provided with hooks and staples, but they had long since been broken off. In the absence of these, the shutters were fastened by propping against them stakes taken from the neighboring fence.

Nor was this condition of the shutters without its effect upon the scholars. They took advantage of it on the last day of the quarter to "lock the schoolmaster in," while they enjoyed a half holiday. The native masters took this kindly, as it gave them also a half holiday, and was the invariable custom. But the surprise and anger of an occasional stranger when he found the pupils, who had been so docile for twelve weeks, suddenly transformed into such determined rebels, were ludicrous. In one instance one of these men succeeded in wearying out his youthful jailers by persistingly refusing to make the usual compromise of dismissing them at once and calling "the quarter out." The severe castigation which he administered is still remembered by those who received it. But he was forced to emigrate to other regions in order to escape the ire of parents who never forgave him for his ignorance of the usual rites and ceremonies of "the last day of the quarter."

When inside fastenings were substituted for the stakes the previous plan was reversed. The scholars locked the teacher out and themselves in and "played school," or what else they chose, until he appeared at the window with his hands full of cakes and candies, which, being added to the announcement of the remainder of the day as a holiday, confirmed the compromise, and all departed rejoicing.

The atmosphere of the schoolhouse was peculiar. How sweet the smell of the sap as it exuded from the green hickory logs laid across the stove to dry! How cold the room in the morning! How the stove smoked and sulked, and would not burn until toward noon, when the sun shone so warm that we could have done without the stove if we could only have been in the sunshine! The crevices in the floor served to let the slate pencils out and cold air in, enough to keep our feet apparently in the regions of perpetual snow, while our heads were

roasting in the climate of the torrid zone above. What treasures from pockets were confiscated from time to time and burned in the old stove—nuts, strings, song books, games, pin cases, etc!

A favorite method of spending time, even in school, was a small species of gambling with pins. These pins were kept in cases of elder from which the pith had been punched and each end plugged with a "stopper." These were passed from one to another, each participant taking an equal number. If the master saw the passing, however, he confiscated the case and threw it into the stove unopened. On one occasion he secured five or six of these cases at once and disposed of them as usual. This time they had been filled with gunpowder! But they fell upon the ashes and did not ignite until he began to stir the coals, when suddenly an explosion took place, frightening him so that he cried out with alarm, to the great amusement of the boys.

Around the stove we sat upon four long hickory slabs elevated upon the top of four poles. And on these scaffoldings, suspended like Mahomet's coffin between the heavens and the earth, without any support for the back or rest for the feet, the little martyrs of science were compelled to sit eight mortal hours a day, while in loud and rapid whisper they conned the column of words in Webster's spelling book from "Baker" to "Zany," inclusive.

In due time we were promoted to seats at the writing desk. This was a narrow board extending all around the room, inclined at an angle of 45 degrees, and covered with a variety of carved work and graven images, which the skill of a Canova himself could not have imitated. In and around these evidences of precocious talent was a deep groove, exemplifying what Dr. Blair calls "the curve of beauty," through which, when tired of "playing pin," we used to roll shot when the master's back was turned, though at the imminent peril of our knuckles if detected.

The first attempt at writing was made with a goose quill upon a single sheet of paper folded to a quarto form. These sheets were bought for a cent each at the country "store." As a specimen of the kind of justice administered, I recollect that for pushing a boy down in the road so that the paper he had just bought was soiled, we were both punished, I receiving five strokes of the rod and he seven. The goose quills were commonly sought for from the brook, and unless the master was careful in "mending pens" the supply sometimes ran very short. One master was so profuse in his cutting as to excite remark throughout "the district." But this wastefulness was corrected when, on scolding a little fellow for being so long without a pen, the lad replied, with an air strangely compounded of innocence and impudence, that such state of affairs could not be remedied until people learned how to m pens without cutting the quill all up!

The smaller the hand of the writer, the larger the letters he required to make. Children, the compass of whose fingers was n

an inch, were set to making, first "strokes," then "hooks," and trammels," and finally letters, 1½ inches long. How we that high board, with head down and tongue out like tired accomplish the mighty task, the master walking to and fro bel stopping occasionally to insure a more regular curve or a more delica hair mark by a rap over the knuckles with his odious wooden "rul

"The Center School," as it was called, was located in the cent farming community in which there was no village, though there w more homes than there are now. This schoolhouse was about 2 mi northwesterly from the "Head of Raritan." A public meeting wa held in "the said Center schoolhouse, May 8, 1824." The chairman of the meeting and the president of the first board of trustees was Capt. Henry A. Post.

October 1, 1824, David Nevius, for a nominal consideration, bound himself, his heirs, executors, and administrators to "leave the Center schoolhouse standing on the corner of his land near Jacob Vroom's, for the use and benefit of the neighborhood as a schoolhouse, for that purpose only and nothing else." This obligation the trustees recorded upon the first page of their book of minutes, following it with the record of the meeting for incorporation and a certificate signed by all the five, that "we have taken upon ourselves to be trustees," according to the act of 1794. The record then proceeds as follows:

In conformity to the power vested in them by the aforesaid act of incorporation, the trustees have agreed upon the following regulations for the government of themselves as incorporate, which are to be considered as constitutional articles, subject, however, to amendments at the expiration of every year by a majority of the trustees consenting to such amendment or amendments.

ARTICLE 1. There shall be chosen annually, by a majority of votes, a president and secretary. The business of the president is to preside at all meetings of the trustees, to preserve order, to put all questions, and when there shall be an equal number of votes on any question before the trustees, he shall have a casting vote.

It shall be the duty of the secretary to keep a regular book, in which he shall record the proceedings of every meeting and such other particulars as the trustees may deem expedient.

ARTICLE 2. The business of the trustees is to tend the meetings of the incorporation, to form such rules for the government of the school as they from time to time deem proper, and to transact all business which they may deem requisite for the prosperity of said school.

ARTICLE 3. There shall be a stated meeting of all the employers once every year for the purpose of choosing trustees. Notification of the said meeting shall be given by advertisement posted on the door of the schoolhouse, by order of the president, signed by the secretary, two weeks previous to the appointed time for meeting, or notice given personally.

[ARTICLE 4.] The trustees then chosen shall, as soon as convenient after they are elected, meet and choose the officers referred to in the first article, from among themselves, and after the aforesaid officers are chosen they may then proceed to the transaction of the business.

[ARTICLE 5.] The aforesaid articles not to undergo any alterations within the time of one year.

ILES AND REGULATIONS FOR THE GOVERNMENT OF THE CENTER SCHOOL.

rder is requisite for the prosperity of every society, it must be, particularly, at which has in view the training up of children to render them useful and table as members of a civil and religious community.

following rules have therefore been agreed to for the government of the afore-chool:

*esolved*, That any person inclining to teach said school must apply to the ent of said trustees to examine the person so applying of his capability in ng school, and if he appears to be a suitable person, the president shall rec-nd him to the neighborhood as such.

s spelling is the foundation of good reading, and therefore essential to the , it shall be the duty of the teacher every morning and evening at the close ool to make all those who can spell to stand in regular order and to spell out book, each his word in order as the teacher shall think proper.

t shall be the duty of the teacher to make all the scholars say three lessons to every half day, besides the spelling lesson, except such as shall cipher; they ay one reading lesson in each half day.

t shall be the duty of the teacher to see that those who write keep their copy neat and clean, that they may be shown to the trustees of the school on the aturday of every quarter, if not every month.

t shall be the duty of the teacher to make the cipherers commit well to mem-e different rules of arithmetic, and when the trustees attend to examine them d rules, if they request it.

t shall be the duty of the teacher to open school, from the 20th of March to th of September, every morning at 8 o'clock, or as near that hour as possible, ery afternoon at 2 o'clock, and out at 6; and from the 20th of September till th of March every morning at 9 and every afternoon at 1, and out at 4.

t shall be the duty of the teacher to keep strict rules and good order in said , but not to make use of any unreasonable or unlawful means, so as to not he children abused.

t shall be the duty of the teacher to refrain from all spirituous liquors while ed in this school, and not to enter the house when intoxicated, nor to lose time gh such intemperance.

o teacher shall enter the school unless his article [of agreement with employ-examined by the trustees to ascertain [whether he has] a sufficient number of s; and if the trustees shall think a sufficient number of scholars subscribed n may open school.

ll of which rules," continues the teacher who records them, "I, the er, agree to subscribe, subjecting myself, however, to removal from d by the trustees if I do not, with pay only for the time of having it." The signature is in capitals, so ornamental as to be illegible. ar agreements, in better English, were signed by his successors, heir chirography is, fortunately, less ambitious. Their names are n Howell, Henry Cox, George H. Stinchfield, Robert Dumont, as Armstrong, James A. Stewart, John A. Schenck, Luther Allen, y Vroom, William Armstrong, Herman Hageman, Aaron Thomp-Jacob G. Schomp, John Simonson, Cornelia V. Williamson (May 25, the first female teacher), Cornelius T. D. Van Deventer, D. Frazer ence who adds to his name the title "Prec."), John S. Patrick, rt Allen, Nathaniel Levi Dalley, Henry B. Lewis, William T. C. , Joseph C. Pell, Samuel R. Walker, Edward B. Gibson, Lucius

Kellogg, Halstead Baker, Carlos L. Hurd, Samuel S. Gast
Gruman, and others.

John D. Post, who signed the obligation July 30, 1837, was a t
teacher of those days.

Joseph Thompson was a teacher in this school in 1828, 1
again in 1841, when the following agreement was made:

Joseph Thompson hereby agrees to teach a common English day school for term of thirteen weeks of five days in each week (or an equivalent) in the Cen schoolhouse, being District No. 8, of Bridgewater, to which is attached a part Readington Township. He will give instruction to all the youth of the distric may be placed under his care in some or all of the following branches, as capacities may reach, viz: Orthography, reading, writing, arithmetic, English mar, geography, history, composition, and bookkeeping by single entry. A the trustees of said school, do hereby agree to furnish said teacher with fuel and necessaries for the comfort and convenience of said school, and at the expiration of the term pay to him or his order in compensation for his services the sum of sixty-five dollars. The said teacher shall have the privilege of instructing his own children in said school and not be required to pay any proportional part of the above sum. All pupils which do not belong in the district and attend this school to learn any of the above-named branches, one half of their schooling shall belong to the teacher, the other half to go in the funds of the school. The excess of charge for higher branches (if any are taught) shall belong exclusively to the teacher. If circumstances should occur to render it necessary to discontinue the school before the expiration of the term, a majority of the trustees or the teacher may discontinue, and he receive pay for the time then taught.

In witness whereof the parties have to these presents interchangeably set their hands this thirtieth day of October, in the year of our Lord 1841.

JOSEPH THOMPSON, *Teacher.*
ABRAHAM A. AMERMAN,
PETER Q. BROKAW,
ABRAHAM AMERMAN,
*Trustees.*

This teacher was the first to introduce into the schools of this region the use of the blackboard, and the first who ventured to ask questions upon the reading lesson. In those days the only reading book was the New Testament. On one occasion the members of the reading class, which extended all the way down the side of the room, were told to close their books, and when they had done so the questioning began. They had just read the narrative of the miraculous draft of fishes, but, as usual, their attention had been given so closely to the pronunciation of the words as to prevent apprehension of their meaning. When the teacher reminded them that they had been reading about ships so heavily laden that they began to sink, and asked what cargo they carried that was so heavy, none of them could answer. Presently they began to guess; and when "stones" and "iron" and "lead" and "cattle" and "horses" and every heavy thing, animate and inanimate, had been guessed, one stolid lad, who had not yet spoken, broke the silence by the solemn ejaculation, "Loaded with dogs." The story seems incredible, but I have often heard it from the teacher's lips, and

perfectly in accordance with the method of reading then current e schools.

ndley Murray's English Reader was afterwards used by the est class, but its selections were far beyond the capacity of the ls. One of them included the comparison of the relation between divine mind and the human mind to that existing between the rbola and its asymtote, though these terms were not used. This ner's fertility of resources enabled him to illustrate (not demon- e) this problem satisfactorily by two lines regarded as protracted finitely and represented not by chalk marks but by strings.

ere were no globes, and geography was taught in the method ested by Philip Freneau, though I have no reason to believe that eacher had read the writings of the New Jersey poet:

ir scholars have not been studious enough or attentive enough to gain a rational of the globe of the earth from a plane surface on paper. You therefore pro- a large round pippin or an orange, and mark thereon the equator, the tropics, olar circles, with the parallels of latitude and longitude; you further repre- he different cities of the world and their situations by pins stuck into the apple ange.[1]

is teacher believed that the thought of God in the things that He made must always be worthy of study, and that the plants and s and stones which all of us see all life long ought to be sources of eless gratification to minds capable of unlimited development God- l. Accordingly he availed himself of every possible way to learn teach at least the elements of botany, astronomy, and mineralogy. bout this time Mrs. Almira Lincoln Phelps, the sister of Emma ard, had a girls' school at Rahway. Her little book on primary ny was used in summer for an hour before the ordinary exercises n, for the benefit of those who chose to attend; and thus a knowl- of the names and characteristics of the wild flowers of the vicinity me known to many.

ihu Burritt's maps and geography of the heavens furnished aid to study of astronomy for those who accepted the invitation to spend long winter evenings at the schoolmaster's home, studying alter- ly the book by the side of the stove and the stars in the frosty air. nsiderable number of the larger pupils thus became more or less ainted with these "electives," but no satisfactory help was found e study of mineralogy.

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e miscellaneous works of Mr. Philip Freneau, Philadelphia, 1788, p. 110. The and most complete collection of his writings was issued from his own press at nouth, N. J., in 1795. "Perhaps the most versatile of our early writers of verse Philip Freneau (1752-1832). * * * He composed patriotic songs and in zed Tories, enjoyed the friendship of Franklin, Adams, Jefferson, Madiso oe, and was in his day quite a literary power."—(E. P. Whipple.)

At a public meeting held in the Center schoolhouse, Ma the school was reorganized under the "Act to establish co schools," passed May 1, 1838.

At a similar meeting held in April, 1840, it was resolved that "th part of the fifth article of the constitution which reads 'and every afternoon at 2 o'clock and out at 6' shall hereafter be read 'and every afternoon at half past 1 and out at half past 5 o'clock.'"

In 1847 the Center school district was consolidated with the one east of it and a new schoolhouse built a mile farther east, in sight of the "Head of Raritan," where there was a grove; a playground was attached, and the name changed to "Cedar Grove."

The last entry in the record book of the Center school really pertains to the Cedar Grove school. It was made by Andrew Fleming, president of the board of trustees, February 19, 1849, and is as follows:

This day hired John B. Thompson to teach school in district No. 2, of Branchburg; to insure him 33 scholars at $2 per scholar for seventy days, and as much more as he can make at the same price per scholar; to pay him at the expiration of his term what public money we have in hand (the balance he is to collect of his employers); and also to give him the privilege of taking in what classical scholars he can get, provided he does not take up with them more than their due proportion of time.

Under this administration various new measures were introduced and experiments tried. To obviate the noise, the floor was covered to the depth of 2 or 3 inches with sawdust. Parents were visited and induced to visit the school from time to time. Frames were placed upon the walls, with pegs, one for each scholar, and holes arranged vertically for the pegs, so that the standing of the pupil represented by each peg was proclaimed by its position. Fifteen minutes at the close of the daily session was devoted to reading selections from "The Rollo Books" and to conversation upon the topics treated therein. A part of the playground was used for flower beds, and the privilege of owning and cultivating them was granted to pupils whose deportment deserved the favor.

Physical geography was taught from maps made on the ball ground with water and a stick. Outline maps were introduced into the building. Employers were induced to pay 25 cents a year for a monthly paper containing translations from L'Aimé Martin and other essays on education. Still newer and better methods were introduced by the teachers next succeeding. For the information of the employers, the town superintendent wrote in the new record book, September 24, 1852:

The term now about to close this day, Mr. Henry P. Thompson reports 63 scholars on his list, with an average of 45. Fifty read, 13 in primers, 17 study grammar, 26 study geography, 38 write, 5 in algebra, 2 in surveying, 1 in geometry, 46 in arithmetic.

Your school at this time, I have no hesitation in saying, is the best in Branchburg township; and I can not but do justice to your teacher in saying that it is the best conducted school I have ever been in. Your teacher has always manifested the

est interest for it. As he is about to leave us now, and in all probability we ıot be likely to employ him again, I think he leaves the school with praise from child and employer in the district.

GEORGE W. VROOM,
*Superintendent of Branchburg.*

ıis teacher's popularity was so great that his wages were increased $1 to $1.25 a day. He was succeeded by other members of the ɜ family, but no one of them ever won so much favor as he.[1]

1867 the inhabitants of the western part of this school district, others from the adjoining part of Hunterdon County, sent to the ty superintendents a petition in which they said that they—

ıg a desire to promote the cause of learning and good morals, have it in con- lation to build a new schoolhouse in the township of Branchburg, near the ing of the road leading from White House Station to Van Derveer's mills and ɔad leading from Readington to North Branch Station, and do hereby request formed into a new school district.

ıe request was granted. The schoolhouse was built, and was called e Harlan School," in memory of Harlan Page, whose memoir had ı read with interest. The next year a visitor wrote in a magazine ished in New York City:

s a small country schoolhouse, used also on Sunday afternoons for the Sunday ɔl and occasionally for the pastor's monthly lecture and on Wednesday evenings ıe neighborhood prayer meeting. It is as neat a building outside as one could to see. The belfry contains a bell, which, besides the ordinary use for school ɔses, is rung at half past 11 for the farmers to leave their work and prepare for ıoonday meal. The hall is provided with a clothes room at each end, one for ɔys and the other for the girls, who enter the schoolroom by separate doors. ɔeiling is high and the ventilation thorough. The seats are marvels of comfort ·ll as of ingenuity. The desks are hung on hinges and can be let down when ɔeded, so as to afford all the facility of an ordinary lecture room. The seats up, so as to allow easy egress; moreover, they are double, and in them the books ıfely stored. Black wall exists on three sides of the room, and the teacher at esk can, if she chooses, have all her pupils working on it at once, thus econo- ıg time wondrously. Then there is a Sunday-school library and a district-school ry, each in a neat case, with numerical frames, blocks, measures, maps, globes, in short whatever can aid the work of instruction and education. Nor must I

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ɔury P. Thompson was born in Readington, N. J., November 30, 1831. After ıating from the college and the Theological Seminary in New Brunswick he pastor at Peapack from 1857 to 1873. He was the friend and counselor of his le. He wrote their deeds and wills and advised with reference to things of this ıs well as those of the life to come. He prepared their sons for college and ɔd popular instruction among them, until a spinal affection caused his return ɔ home of his father, on the border of Hunterdon and Somerset counties, where ɔn October 22, 1891. Here he was the best farmer in the neighborhood, shar- ɜ results of his study and experience with those around him. He conducted ıtle experiments for the New Jersey Agricultural College and wrote hundreds ɔles upon hundred topics for the local press. He also prepared an agricultural ·hism and a catechism upon morals for the use of pupils in the public sch- ɔed a volume of "Incidents of Christian Work," which met with a ready ɔrmons on the death of Abraham Lincoln and of the Rev. Dr. John Van widely circulated. He published also local histories of the churches of , Bedminster, and Readington. (Obituary notice.)

neglect to mention the playground, with the facilities for the proper physica cise in which children so much delight. I will not stop to speak of the exce of the schoolbooks, nor of the sweet persuasive cheerfulness of the teacher, wi delightful songs and illustrations and the Christian kindness with which she see to care for these little ones.[1]

This school is still doing its work, but with less effectiveness than formerly. Small landholdings have given place to larger ones, and th population is diminishing. It gravitates toward the towns and vill along the railroad. The district-school system was abolished not a w too soon.

There is a record of a school at Boundbrook from the year 1724. In 1792 Michael Field left by will £500 for the support of a free school there. An academy building was erected in 1800. Isaac Toucey, afterwards Secretary of the Navy, was one of the teachers.

In 1778 the grammar school of Queen's College was at Raritan, now Somerville.

July 4, 1801, after the celebration of the anniversary of American independence in that village, several gentlemen present resolved to found a classical school there, and the Somerville Academy was soon after established. The first president of the board of trustees was the scholarly pastor of the church at Readington, Rev. Peter Studdiford. In 1812 he was appointed also professor of Hebrew in the Reformed Church in America.[2]

The first principal of the academy was an Irishman named Lucas George. His successors were Jacob Kirkpatrick, W. C. Morris, Stephen Boyer, Isaac N. Wyckoff, John Cornell, Peter O. Studdiford, John Walsh, William I. Thompson, and others. Most of these were recent graduates from college on their way to the ministry of the gospel.

The last principal of this Somerville Classical Academy was John B. Thompson, who was appointed in 1851, with the title of rector, and entered upon the duties of his office in June of that year. The circular issued by the trustees contained recommendations of the young rector from the president and professors of Rutgers College. The trustees were Abraham Messler, Thomas A. Hartwell, Thomas Talmage, William J. Hedges, and William B. Gaston. They say:

The trustees have engaged a gentleman of competent literary attainments and of known experience as the head of this institution, and can therefore confidently assure the public that those who may patronize it will be sure to have their sons properly educated. The opportunities of frequent communication with all parts of the country, and the freedom from moral and physical malaria, for which Somerville is distinguished, render it a desirable place of education.

The academic year is divided into three sessions, the first, or fall session, commencing on the 3d of September and ending on the 23d of December; the second, or

[1] Good News for November, 1868.

[2] Mr. Studdiford was born in New York City, and was a graduate of Columbia College. He was pastor at Readington from 1787 till his death, November 30, 1826. It is probable that the articles of incorporation of the Holland Brook School and of the Centre School, before mentioned, were drawn by him.

r session, commencing on the 3d of January and ending on the 23d of April; ıe third, or spring session, commencing on the 3d of May and ending on the ' July.

ıns: From $24 to $32 per annum, according to studies pursued, and in that for a shorter time. No pupil will be received for less than half a term. Board ɔe obtained at reasonable rates; and, when parents desire it, their sons can be l under the immediate supervision of the principal.

r many years Dr. Messler was president of the board of trustees e Somerville Academy, as well as one of the board of examiners of ıublic schools of the county. On his invitation I went thither (by ɔnt of the faculty) a month before I had graduated from college, took charge of the "Classical Academy," though the academy .ing was at that time occupied by the public school. A year later, ı the summer vacation came for the public school, and the hired in which the Classical Academy was held was wanted for some purpose, the president of the board of trustees incontinently ; open the locked door of the academy building and installed the sical Academy within the sacred precincts, a position which it tained without dispute until the time for the opening of the public ɔl in the fall. Then the president of the board of public school ees imitated the heroic example displayed by the president of the l of trustees of the Classical Academy, spoiled the new lock as effect- as the old one had been spoiled before, and reinstated the teachers e public schools. The difficulty was finally solved to the satisfac- ɔf all concerned by making the rector of the Classical Academy the principal of the public school. As a memento of those days, I have in my possession the unprecedently high armchair which ɔeen the throne of the principal of the academy from the begin- the only existing relic, I believe, of that famous institution. nately, in accordance with a special act of the legislature, the ·my building was sold and the proceeds were divided among the of the original stockholders.[1]

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the following statement, Mr. Daniel S. Rockafellow tells what he knows of ls in Somerville:

an not give dates farther back than the year 1849. It was in the spring of ·ear when I first attended school in a room adjoining Mrs. Otis's building. It alled the band room, it being occupied by the Somerville brass band. The r was Miss Owen. It was a private school, and as the patronage was small owen taught only one term, and then left the village. In the fall of the same entered the school in the old academy building, and had for teachers Mr. and William H. Jelliffe. They occupied the upper floor of the building. Mrs. Jel- ·ed as assistant and taught the smaller boys and girls. The latter did not er many, as the lower floor was used for school purposes also, and that was sed chiefly of girls. Mr. and Mrs. Miles H. Upson were the teachers for several They and Mr. Jelliffe left in 1851, and were followed by J. B. Thompson, ıe, Walker, and G. C. Woolard, respectively.

orge W. Burr was the next teacher, and an excellent one he was. He n boy learn the multiplication table from two times one up to twenty-one t ı one. He was followed by Oliver A. Kibbe. He was a pleasant tea ·ver, and the boys liked him, and during the summer at the recess in

One of the most famous schools in New Jersey about the n the century was the female seminary of Madame Cooke, at Bloom. It was for northern New Jersey what the school of Emma Willard a Troy was for eastern New York. Harriet B. Cooke was born at Ne London, Conn., May 23, 1785, and died at her son's residence, adjace to the seminary in Bloomfield, in 1861. After her marriage she taugl in the State of Vermont at Vergennes, Middlebury, and Woodstoc She taught also in Augusta, Ga., before settling at Bloomfield in 183 She was a woman of powerful and penetrating mind, with great decision of character, her quick insight, profound sympathy, and deep piety swayed teachers, scholars, and families. Her son, Robert L. Cooke, was associated with her in the management of this institution, and continued it for four years after her withdrawal in 1854. This seminary was the center of a powerful intellectual and religious influence. Its rooms were filled with pupils from abroad, and the best young ladies of the village enjoyed its advantages also. Its influence is still felt. From it 2,000 young ladies went out to give culture and character to the communities in which their lots were cast.[1]

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afternoon the boys would 'hookey' to Peters Brook, east of the Grove Street Bridge, and nothing was said about the matter the next morning! He, as well as his pupils, were anxious to get into the new school building.

"Mr. Kibbe was the first teacher who occupied the public-school building on High street. It was in September, 1856. From his diary is copied the following: 'Monday evening, September 22, 1856. The long-looked-for day has at length arrived. We opened school in the new building this morning, with over 40 boys, 2 new pupils. The Rev. G. P. Nice spent the morning with us. The girls' department takes the second floor, with over 60 pupils, one-fourth of them little boys.' He had for his assistant, Miss Mary Whitenack, of Somerville.

"It is impossible for me to give the names of the boys who entered the new building on the above date, but the school register of July 15, 1856, contains the names of pupils attending Mr. Kibbe's school in the 'Old Academy,' and there is no doubt but what they are the same who entered the new building in September.

"Mr. Kibbe remained until the spring of 1857. At this time a new board of trustees, composed of George H. Brown, Joshua Doughty, and James M. Kruesen were elected. 'Who is to be the next teacher?' was asked. Professor Phelps, of the State Normal School of Trenton, was appealed to. He visited Somerville with the senior class of that institution, and his system of instruction was exemplified before a large audience at the court-house. E. R. Webb was secured as principal and had for his assistants Misses Snowden, Jackson, and Cox. In the spring of 1858 Mervin Hollister came. He was principal until the fall of 1859. Every pupil loved him. He knew his business and attended to the same. He had for assistants Mr. Daniel McCarty, Misses Olmstead and Jackson. He was followed by E. G. Upson who remained principal one year, and afterwards became owner of the Somerset County News. I am unable to give, in rotation, the names of the teachers that followed, but I print the following names which will answer all intents and purposes: Elston, Cone, Rice, Badger, Simmons, Simpson, Clark, Nichols, Stafford, Thompson, Chamberlin, and Spencer. Several of the above were here only one term. They were followed by Davidson, Rarick, Ayers, and Haynes (who died in 1897)."

[1] She wrote late in life "Memories of My Life-work." (Shaw's History of Essex and Hudson Counties, p. 868, and letter from the Rev. David Cole, D. D., of Yonkers, N. Y.).

:eacher whose influence, though less extensive, was perhaps even intensive, was Bethune Dunkin, of Metuchen. He taught the ct school at "The Oak Tree," until it was said that he had "worn hree schoolhouses." Certainly he taught in three successive lhouses on the same site.

rn in Boston June 6, 1786, while a clerk in countinghouses in Philhia, New York, Savannah, and Charleston he added to a good ation an excellent business training. The house he served sent o India, and after mercantile employment there for a year he ned to find his father dead, his employer bankrupt, and himself out funds. Of this crisis, many years after, he wrote to a friend: I did not despair. The world was all before me. I had all my in good order, and I left Jersey City in good heart with 2 shil- and 3 pence in my pocket."[1] This was in 1816. He traveled but les before he found his place, a place which he filled for forty-five

r after year, until the infirmities of a prolonged old age obliged him to desist, thfully performed his duties in such manner as to win the deep love of his ous pupils, and the confidence and regard of their parents and friends.

is pupils grew up, entered upon active life, and reared families of their own, me teacher who had trained them was the instructor of their children, welcom- his school again those of similar names, and, seeing, as it were, the father and r coming back to sit in the old seats and learn the old lessons. Thus Mr. n taught amid the same scenes, parents, children, and grandchildren. He these children, and secured their love in return.

lling year after year among these families, whose veneration and regard for nstantly increased, the weddings and social gatherings of the entire region not considered satisfactory unless he was present. His gentle manners and feelings impressed themselves upon all under his charge.

l of the best books and surrounding himself with as many of them as his allowed, he was always loaning them to his friends; making thus in his orhood a circulating library as it were of his own stock, and daily infusing for literature into the people around. Besides his love for books he had a pass on for flowers. His schoolroom was constantly adorned by numerous whose progress was watched with solicitude by his scholars; and at the resi- of the family where his home was for years he enjoyed ample opportunity to ate the beautiful flowers that he admired so much. A bouquet of his favorites ways forthcoming as a bridal present or a souvenir of regard at the time such a gift was most appropriate.

Dunkin for many years kept a minute record of the personal history of his and although they were scattered over the whole country, he was constant responding with many of them, and always gave them timely and profitable

last days were spent with his sister, Mrs. A. B. Adams, of Waltham, Mass., he enjoyed all the attention and care that attached and endeared friends can to one in declining years.

Ezra M. Hunt, from whose (already rare) "Metuchen and her history" (p. 19) ders us information to supplement my personal knowledge of this remarkable

ituary in New Brunswick Freedonian.

His brother was the chief justice of South Carolina, an he was in the habit of making alternate occasional visits to his and friends in the North and in the South.[1]

The introduction of newer and better school-books, which b about 1840, made a great change in the schools. The small amount reading matter in Comly's Spelling Book was much more entertaini than that in Webster's Elementary, where it was composed of short

[1] The interest he took in those whom he had taught, and his delicacy of suggestio are illustrated by the subjoined poem, directed to one of them:

FANNIE'S FAILINGS.

Fannie, you've had enough of "sighs,"
And "tears" enough—your leaves to blot—
And "rosy lips" and "sparkling eyes,"
"Remember" and "forget me not!"
Now what if I
A change should try
And tell you what no youth would dare to,
That spite of "air,"
And "teeth" and "hair,"
You still have faults "that flesh is heir to?"

They say that sometimes Fannie flirts;
Gives smiles to all, but love to no one;
On fops her energies exerts,
And quizzes like a "very woman."
And is it so?
O yes; but know
Only on fools she wastes her folly.
The one most dear
Has nought to fear;
Her faith to him is pure and holy.

They say that, distant, cold, and shy,
Fannie will sometimes meet her friends;
Repel warm friendship's melting eye,
And feign reserve for trifling ends.
And is it so?
O yes; but know
Deep in her bosom's inmost core
Sad thoughts may lie,
Fond hopes may die,
And fears may wake to "sleep no more."

They say that, obstinate and stern,
She still persists in her opinion;
Thinks she has nothing more to learn,
And over all exerts dominion.
And is it so?
O yes; but know
So deep her thought—so just her plan is—
That spite of pride
And aught beside,
We all must yield to Fannie's fancies.

OAK TREE, *January 9, 1858.* B. D.

ıces, the only one that I remember being "Cotton velvet is very
› the feel." Instead of the New Testament and Murray's English
ɜr, the much simpler Sequel to the English Reader began to be
After that came the entirely different series of reading books by
n Cobb and his successors. Warren Colburn's Intellectual
metic was issued in 1821, but was scarcely known in New Jersey
'enty years later, when those who had studied it in New England
ıe teachers there. Frederic Emerson's North American Arith-
was issued in 1824, but this, too, was slow in making its way
ward from Boston. However, when these two books did become
ı they well-nigh superseded all other treatises on arithmetic. In
the technical machine method which had been in existence from
mmemorial was abandoned. The pupil was regarded as a being
le of thought, and the exercises were such as to develop the
ing faculty. And these effects soon manifested themselves in
studies also. A new era had dawned. But the dawn was grad-
Even "analysis" was sometimes taught by rote, and where
as not literally true the mode of teaching was sometimes very
ical.

oung lady, fresh from the normal school, was very anxious to add
lysis" to the curriculum of the district school in which she was
ch. Analysis was "so beautiful," so "good for the mind," she
At last some one ventured to inquire "What kind of analysis?"
y, analysis," was the glib reply; "this way:"

tion. How many units are there in five halves?
tion. How many units are there in five halves? In one unit there are two
. Now since there are two halves in one unit, in five halves there are as
units as two halves are contained in five halves, which is two times, and one-
emains. Therefore, in five halves there are two units and one-half. Q. E. D.

one occasion a teacher from another State took pains to inform a
r that, before his advent, even the older pupils in the school did
now that the money called "mills" is only a creature of the
n imagination and has no real objective existence. He was proud
concert recitations which he had introduced, and was urgent
he visitor should make inquiries to test the acquirements of a
that had just been reciting the "table" called "Federal money."
urged, the visitor inquired of the children, who answered in con-
and with great volubility:

f what kind of metal are eagles made?" "Gold."
nd dollars?" "Silver."
nd dimes?" "Silver."
nd cents?" "Copper."
nd mills?" "Maginary."
d they really thought so!

## III. COMMON SCHOOLS.

Thomas Jefferson's Notes on the State of Virginia, first publishe this country in 1787, was reprinted at Trenton in 1803. The list subscribers contains the names of five hundred of the most influen people in the State, some of them taking two, three, six, and even tw copies for distribution. This work was so far in advance of the that we are only just coming to certain conclusions which Jeffe had reached at that early day. He says "the influence over govern ment must be shared by all the people. If every individual which composes their mass participates of the ultimate authority, the government will be safe." This is on the assumption that the whole people are properly educated. To this end he proposes a system of free schools of three grades. His arguments could not otherwise than make an impression upon thoughtful men of all parties.

Among these was James Parker, of Perth Amboy. He was then in the prime of his youthful vigor, having been born March 3, 1776, and though a Federalist was a warm friend of popular as well as of the higher education. It was he who induced the other heirs of the late James Parker to join with him to give to Rutgers College, at New Brunswick, the land on which its buildings stand, and he was for many years one of its trustees. At a later period he was also for four years a trustee of the college at Princeton. He represented Middlesex County in the house of assembly for eleven of the twelve years between 1806 and 1819, and was the author of several of the most important laws passed during that period.

Of the measures which originated with Mr. Parker, the earliest in point of time and the most important and lasting in its results was the establishment of a fund for the support of free schools. There were prejudices to overcome and the plea of poverty to encounter. One of these attempts was made in 1809; but while the matter was under discussion in the house of assembly, one of the members of that body, more noted for his zeal than his discretion, adduced the example of Connecticut, and pointed to the intelligence and enterprise of her people as among the results of her common schools; whereupon a gentleman from the county of Sussex observed that in his part of the country wherever a Connecticut man made his appearance everyone instinctively put his hand in his pocket for fear it might be picked, and that if such was the result of common schools, New Jersey was better without them. This [allusion to Ransfield Rogers] (p. 120) of course "brought down the house," and effectually defeated the measure proposed.

In 1811 the legislature chartered a number of State banks, and reserved to the State the right to subscribe to one-half of their capital stock. In 1812 it was determined that this right of subscription on the part of the State should be sold, and, owing mainly to the successful efforts of Mr. Parker to prevent it from being sacrificed, a very considerable sum of money was realized from the sale. The treasury being thus replenished and the plea of poverty being no longer available, Mr. Parker thought the time had come when something should be done for the cause of education. On the 1st of November, 1813, he introduced a resolution appropriating $50,000 toward a fund for the support of free schools. It did not meet with much favor, however. It was first postponed to an adjourned session and then referred to a committee, of which he was not made the chairman; and although a report was made

recommending some plan for the establishment of free schools, yet nothing effectual was done, and the money, which seemed to have been so providentially provided for this purpose, was paid to the General Government in order to secure the reduction guaranteed to every State that paid in advance its quota of the direct tax authorized by an act of Congress in 1814.

But, not disheartened by this failure, Mr. Parker, in the session of 1816–17, revived the subject in which he felt so deep an interest, and on the 1st of February, 1817, introduced a resolution for the appointment of a committee to inquire into the expediency of creating a fund for the support of free schools in this State. The resolution was adopted, and a committee appointed, of which he was chairman. Their action was prompt and decided. On the 5th of February they reported a bill entitled "An act to create a fund for the support of free schools." It passed the assembly on the 11th and the council on the following day; and thus the foundation of the school fund in New Jersey was laid.[1] When the history of the great movement on behalf of education in our State comes to be written, the first and the highest place in it will be assigned to James Parker. The school fund, as we have seen, was his creation, and he watched over it with paternal regard. To guard against the possibility of its being ever diverted from the great object to which it was consecrated, it was provided, at his instance, that it should "not be competent for the legislature to borrow, appropriate, or use the said fund, or any part thereof, for any other purpose, under any pretence whatever.[2]

The governor of the State, the president of the council, the speaker of the house of assembly, the secretary of state, and the attorney-general of the State were put in charge of the school fund, ex officio, under the title of "The trustees for the support of free schools," though it was many years before the schools really became "free." However, with the hope that was finally realized in 1871, they continued to act in this capacity until they were united with the board of trustees and the treasurer of the normal school by the act of 1866 to form the State board of education, to whose care the educational affairs of the State were then committed.[3]

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[1] "By this act the State treasurer was directed to invest the sum of $15,000 in United States bonds, bearing 6 per cent interest, as a permanent school fund. (Manuscript History of Schools in Trenton, N. J., by Edward S. Ellis.)

[2] Address of Hon. Richard S. Field before the New Jersey Historical Society, January 21, 1869. The provision stated was inserted in the constitution of the State adopted in 1844. Of that constitutional convention Mr. Field was a member, and he himself reported the resolution on the 14th day of June. "And on the 18th day of June he was one of the small number of eight members to vote in favor of an article proposed by Mr. Peter I. Clark, that no person born after the adoption of the constitution shall be entitled to vote under the same unless he can read the English language, except in cases of physical disability." (Proceedings of the N. J. Historical Society for 1871, p. 117.) Peter I. Clark was a prominent lawyer of Flemington.

[3] A résumé of the legislation relative to educational interests in New Jersey, down to the year 1875, by the late Alexander H. Freeman, of Orange, may be found in William H. Shaw's History of Essex and Hudson Counties; and an exhaustive statement of the educational statistics of New Jersey from 1880 to 1890 is presented in the series of 28 charts appended to the report of the special committee on educational exhibit at Chicago in 1892. At the close of the Columbian Exposition this exhibit was removed to the statehouse at Trenton, where it is still under the charge of Mr. S. R. Morse, a member of the State board of education, and is quite worthy of a visit by all interested in the education of youth.

Frequent and important additions have been made to the sch from the time of its establishment until now. Perhaps the most i tant of all these was that made by the act of April 6, 1871, appropr ating to free schools the entire proceeds of leases, grants, and sales the riparian lands of the State. The passage of this law was chiefly due to the Hon. Nathaniel Niles, who was then a member of the house of assembly. He informs me (in response to my request) that from this source about $3,000,000 were received for schools before the law was repealed by the act of March 19, 1890, which declared that all riparian moneys should go into the general fund for State expenses. But this repealer was itself repealed by the act of April 24, 1894, which decreed that "all the lands under water belonging to this State be, and the same hereby are, irrevocably appropriated for the support of free schools in this State."[1]

In 1827-28 James Parker was again a member of the New Jersey legislature. He had constantly kept up his interest in education, and had the satisfaction now of seeing the best people of the State awake to the importance of the subject. In 1820 had been passed the act allowing townships to raise money for the education of the children of the poor. It was now supplemented by an act authorizing them to raise money also for building and repairing schoolhouses, and the presiding officer was directed to read both these acts to the people at the annual town meeting. Voluntary meetings were held also throughout the State, and measures taken to gather the statistics of illiteracy for the information of the public.

The result was astounding. The agents of the American Bible Society, in the discharge of their duties, gathered much of this information. The New Jersey Missionary Society did more. It not only gathered statistics, but it established schools also in the most destitute parts of the State. It raised funds with which it paid for the services of thirty-three teachers as well as of an agent to awaken general interest in the subject. Prof. John Maclean, who had been a teacher at Princeton since 1816, was a member of this committee.[2]

In January, 1828, he delivered an address before the literary and philosophical society of New Jersey, in which he proposed "A common school system for New Jersey," following out into more practical details the suggestions of Jefferson. Many of his propositions have since been adopted. The committee of which he was a member was fortunate enough to secure as their agent the Rev. Robert Baird, who for the preceding five years had been teaching an academy in Princeton.[3]

[1] The State treasurer informs me that on the 31st day of October, 1896, the school fund of New Jersey amounted to $3,589,274.71.

[2] The Rev. Dr. Maclean held various professorships in the college at Princeton before he became its president.

[3] Dr. Baird was born October 6, 1798, and died March 15, 1863. He was at one time an agent of the American Bible Society and of the American Sunday School Union. After that he spent seven years in Europe in the interests of temperance and of evangelical religion, and then, returning home, devoted the remainder of his life to the furtherance of evangelical work in Europe. (See further in the Life of Rev. Robert Baird, D. D., by his son, Prof. Henry M. Baird, D. D., pp. 52-67.)

ɜ was an enthusiast upon the subject of education. He visited y county, held public meetings, and set forth the advantages of a . system of common schools in numerous addresses and essays. was probably he who contributed to the Newark Sentinel of Free- the twenty essays upon education published in that paper between ust 26, 1828, and January 27, 1829, though it is possible that they have been written by Theodore Frelinghuysen, or the two men have cooperated in the work.[1]

ɔvember 11, 1828, "A public meeting of the friends of education" held in the State House at Trenton, when a committee was ɔinted to gather and disseminate information respecting "the state ɔmmon schools in New Jersey." This committee appointed sub- nittees, as far as they could, in the various townships and counties ıe State. Through these they gathered much valuable informa- and printed it in a pamphlet of 46 pages, which they circulated ıghout the State, with a request to all gentlemen who might ve it, "not only to read it attentively themselves, but also to cir- te it as widely as possible in their respective neighborhoods."

ıis committee consisted of Charles Ewing, of Trenton, John N. ɔson, of New Brunswick, and Theodore Frelinghuysen, of Newark.[2]

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ım not aware that the purpose to print these and other similar essays in pam- form was ever carried into execution; but they were copied into most of the ·s of the State and produced a very far-reaching effect.

er the passage of the bill establishing a general school system, James W. ınder wrote, March 2, 1829: "It owes its passage to the zeal and labor of a ɜ man, Rev. Robert Baird, who has been keeping the subject before the minds e people in newspaper essays for some months. If we aspire to usefulness, I no way in which we can promise ourselves so much real success, though with- oise or éclat." (Familiar Letters, I, 123, 124.)

ı letter of Dr. Baird to Mrs. Baird (in possession of their son, Prof. Henry M. . LL. D.), dated Trenton, October 26, 1828, he writes, asking her to look up end two pamphlets, one, "the Report of the State Superintendent of Public ɔls of New York," and the other "a copy of the Revised Statutes on the sub- of the same State," to Theodore Frelinghuysen, esq., at Newark, N. J. And letter mentioned below President Wayland, of Brown University, writes that ımissioner of education should be a "thoughtful man, such as I suppose Mr. F. ."

seems probable that the pamphlet was prepared by Mr. Frelinghuysen. (See reeding note.) These three were among the most prominent men of the State. ırles Ewing was born in Burlington County July 8, 1770, and died in Trenton st 5, 1832. He was for many years chief justice of his native State. "A pro- l urist and upright magistrate; an accomplished scholar and patron of litera- and science; the advocate and supporter of benevolent institutions, he won, in ent degree the respect, love, and confidence of his fellow-citizens."

ın Neely Simpson was born in Bucks County, Pa., April 6, 1770, and died at ton, May 13, 1832. He was graduated from Princeton College, with honors, in He was many years in public life as a judge of the court of common pi- ıddlesex and Somerset, both of which counties he several times represented tate legislature. He was one of the earliest and most active friends of the ı ıting the waters of the Delaware and the Raritan by a canal naviga

In the cheerfulness with which the most respectable citizens assumed the duties of the various county and township committees this committee recognized a pledge on the part of the public to sustain the legislature in a judicious and well-digested system of common school education. The report gave information by counties.

Bergen County, as such, has not reported; but in the mountainous parts particularly "there is a great destitution of schools, want of competent teachers, and an absence of the means of supporting them. And even in the level and more wealthy townships . . . there are many children . . . not sent to school. . . . There are more than 200 such children in Bergen Township alone who are not sent to school."

Essex County reports 1,200 children of an age proper to be sent to school that may be considered destitute of instruction. A member of one of the subcommittees of this county recommends the establishment of "a school for the sole purpose of educating young men for teachers." "Let them be taught," he says, "not only the common branches required to be taught in common schools, but let them be instructed and properly disciplined in the best mode of communicating ideas to the young mind. They should learn to govern themselves and govern a school without a rod and without speaking a cross word."[1]

Morris County, probably, more richly "enjoys the advantages and blessings of education than any other in the State." "There are about 82 schools and 2,800 scholars in the county." "There ought to be more than 4,000." The price of tuition varies from $1.50 to $2 per quarter.

Sussex County presents the most complete report, with a map of the schools of the county (which, however, is not printed in the report); but there were "in eight townships more than twenty districts desti-

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January 25, 1816, he was one of the commissioners appointed by the legislature to investigate and report upon this subject. November 20, 1820, Governor Isaac H. Williamson addressed to him a letter (still in existence) asking "information as to the probable amount of tonnage which would yearly go through (such) a canal." In 1824 the Delaware and Raritan Canal Company was chartered by the legislature, and the first named of the three persons constituting the corporation was John N. Simpson. (Princeton Courier of May 12, 1832, and letter from Mr. Simpson's grandson, the Rev. Samuel M. Studdiford, D. D., of Trenton.)

Theodore Frelinghuysen was born in Somerset County March 28, 1787, and died at New Brunswick April 12, 1861. He was graduated from Princeton College, with high honors, in 1804, and became a successful lawyer in Newark. He was made attorney-general of the State in 1817, and twice afterwards. In this capacity he was one of the trustees of the fund for the support of free schools, and devoted himself to the cause of education with the same conscientious zeal that characterized his whole life. From 1829 to 1836 he was United States Senator from New Jersey. In 1837 and 1838 he was mayor of Newark. From 1840 to 1849 he was chancellor of the University of New York; and from 1849 to his death president of Rutgers College, at New Brunswick, where I was a student under his instruction. No American layman was ever associated with so many great national organizations of religion and charity.

[1] I regret that the name of this writer is not given. Could it have been Nathan Hedges?

of schools, and the astonishing number of nearly 1,500 children tute of instruction."

" Many of those holding themselves forth as teachers are incompetent to or too loose in morality to deserve employment. * * * In conclusion, the ittee feel warranted in expressing the earnest and universal desire of the people omething might be done for the encouragement and support of schools, * * * t is humbly believed that legislative aid alone will furnish an adequate cor- e of the evils and defects in our present system.

arren County had "57 schoolhouses and about twenty regions of considerable extent wholly destitute."

" About 30 is the average number of pupils in each school. * * * Twelve schools are kept up during the whole year. Of the remaining 45 some have lestitute the whole of the past year, and some have had teachers three months, six months, and a very few nine months. The price of tuition varies from $1.25 per quarter.

h regard to the teachers, * * * the greater part are utterly incompetent charge the high and important trust they have undertaken, and too many set ample at which the mind of every philanthropist must revolt.

ut 1,600 children receive school instruction some part of the year; and when lect that we have a population of more than 17,000 in our county, we conclude y far the greater number of children are entirely destitute. * * * The are anxiously looking forward to the legislature.

merset County reports "1,617 children instructed in 60 schools," 485 destitute of instruction."

eral of the townships raise small sums annually for the education of poor chil- and honorable mention is made of one individual in Bridgewater Township ontributes $80 per annum for this philanthropic purpose. The committee of oro report 49 children as educated at the town's expense this year. The char- of the teachers is represented as generally good.

distinguished member of the central committee of this county, who trans- l their report [probably Peter D. Vroom, who had already been elected gov- though he had not yet been inaugurated], exclaims, "Who could have thought n the county of Somerset, where poverty and want appear to be almost stran- there should be upward of 400 children growing up in utter ignorance!"

nterdon County has more than 900 children destitute of instruc-

he township of Tewksbury there are only 104 children who are receiving the t of school instruction, while there are 150 who are entirely destitute.

he report from another township in this county it is stated that "our schools ally regulated; but few have trustees appointed, and we are very often ed upon by strangers, who palm themselves off upon us as teachers, whose are bad in every respect, and disqualified for teachers of youth."

ddlesex County reports that there can not be less than "1,000 chil- in the entire county who are destitute of the necessary facilities taining a common education." In West Windsor, South Amboy, Piscataway there are "25 schools," more than half of which up six months annually. The moral character of the teache sented as in general good: in some instances, pious, but in se as bad. The price of tuition varies from $1.50 to $2.

Monmouth has

complete reports from only three of the seven townships in this county. These probably embrace the best portions of the county. The townships are Freehold, Upper Freehold, and Shrewsbury. * * * If we were to assume the number of those that are reported as growing up in entire ignorance in these three townships as a basis of a calculation for the whole county, the result would be that there are nearly, if not quite, 1,000 children in this county growing up in ignorance. * * * Last year there were more than 1,000 persons above 15 years of age in Shrewsbury, Dover, and Howell who could not read, and 700 who were not sent to school.

Burlington County reports a public meeting of the inhabitants of the county, held at Mount Holly on the 31st of October, to receive the report of a

committee appointed at a public meeting held at G. Owen's Inn, in Mount Holly, on the 28th of June, 1828, to ascertain the state of schools in the county of Burlington. The committee feel bound to state that this information has been mostly procured by the aid of Mr. Peck, who has visited every township in the county. * * * The committee find the whole number of schools to be 120, with an aggregate number of 2,857 pupils. Among these are four boarding schools; one free school in Burlington, and one charity school in Mount Holly, under the direction of, and supported by, a number of benevolent families in that town. The committee regret to state the fact that there are about 400 children nearly destitute of schooling, besides a number who are altogether without education.

There are 74 male and 46 female teachers in the county; 68 schools taught all the year and 52 only a part; price of tuition, from $1.12½ to $2 and $3 per quarter, and in some few cases more; and 629 scholars are reported who are more than 14 years of age.

There are also considerable permanent funds in some townships in this county whose interest is devoted to the promotion of schools. The Society of Friends in this county, as in other parts of the State, have always paid great attention to the maintenance of good schools and the education of the poor.

Gloucester County was at this time "the largest in territory, although in regard to population it is only fifth in the State."

In some places where the population is sparse the people have been for years destitute of schools, and they are represented as being very solicitous to obtain opportunities of educating their children. * * * It will be impossible in many places that schools should be supported for a sufficient length of time without legislative aid.

Salem County furnishes reports from only five of the ten townships. In these "there are 29 schools, 768 scholars in summer and 1,214 in winter; 347 white children (30 of whom are indentured) and 100 colored children that may be reported not educated; five school districts destitute of schools; and the price of tuition to be from $1.50 to $2."

A member of the committee of Upper Alloway's Creek writes:

The system of common-school instruction throughout this State is miserably deficient and calls loudly for amendment. Intelligence is the life of liberty; and a general diffusion of common-school learning through the medium of common schools will be, under heaven, the strongest bulwark of our creed and religious privileges; and I earnestly hope that our legislature will be induced to adopt some more efficient mode of instruction.[1]

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[1] See pp. 186–87.

e county committee further say:

only by the possession of facts that the public can judge correctly of the tate of common-school education among us. And surely it must be equally ing to the patriot and the philanthropist to find so great a proportion of our rising up to sustain the relations and discharge the duties of citizens and. s without that education which alone can fit them for their future responsi- s. * * * There are in five townships about 1,663 children between the f 5 and 15; 449 of these are uneducated, and consequently, upon an average, urth of the men and women of these townships are in danger of growing up most deplorable ignorance.

mberland County reports statistics according to the number of hs that schools are kept open, as follows:

| Number of schools. | Number of months taught. | Average number of scholars in winter. | Average number of scholars in summer. |
|---|---|---|---|
| 17 | 12 | 550 | 483 |
| 15 | 9 | 373 | 299 |
| 14 | 6 | 345 | 226 |
| 18 | 3 | 145 | 20 |
| 54 | ..... | 1,413 | 1,028 |

two of the schools 9 scholars were taught the languages, and in al other schools geography and singing were taught. The greatest and that which calls most loudly for remedy, is the difficulty in ning competent instructors.

re are more than 100 adults in the county unable to read and a considerably number unable to write. Last year there were reported more than 400 chil- s destitute of instruction.

pe May County made no report, but the agents of the American Society had reported that—

three northern townships of Cape May there are upward of 200 above 15 years who can not read. One of the agents made this statement: "Of the families I visited, there were 18 in which were none who could read; 20 in which r of the parents could read, and 55 in which only one of the parents could Upon this appalling picture the committee feel that they need make no k.

ey estimate that there are in the whole State children destitute of uction "making an aggregate of 11,742," and "every schoolmaster king generally) is left to pursue his own course of instruction, out responsibility, amenable to no tribunal, and subject to no ction or supervision."

e committee say:

the three modes of providing for popular instruction, viz, that in which the rs pay everything and the public nothing (the mode now existing in ; that in which the public pay everything and the scholars nothing (s ction; and that in which the burden is shared by both, the argum ed by Dr. Chalmers, in his Consideration on the System of Parochial Sch otland, in favor of the last, appear to be unanswerable.

They strongly urge the adoption of a system of education by legislative enactment.

In an appendix are printed letters from distinguished citizens of various States, each describing the school system of his own State. Some of these had previously been printed in the Newark Sentinel series. The system of New York is described by Azariah C. Flagg, secretary of state; that of Connecticut, by Roger M. Sherman; that of Rhode Island, by Francis Wayland, president of Brown University; that of Vermont, by Governor Ezra Butler; that of Massachusetts, by Governor Levi Lincoln; that of New Hampshire, by Governor John Bell; that of Maine, by Governor Albion K. Parris. There is also a letter from Richard Vaux, the well-known philanthropist, of Philadelphia.

President Wayland's letter says:

> As to the devising of a system of instruction, I should proceed upon the principle that all our present teaching is very nearly as bad as it can be. It is almost all treating of the pupil as though he were a machine, and it is rapidly proceeding to render the instructor a machine also. There is no effort made to exercise the mind of the pupil, or make him understand or feel what he reads. Indeed, the teaching * * * is in opposition to all the principles of the human mind.

Dr. Wayland strongly recommends the appointment of a commissioner of the school fund, "to make himself fully acquainted with the present state of common schools amongst us, its defects, and the best mode of remedying them." And so the work went on.

> Through the influence of various organizations and agencies, acting in harmony for the accomplishment of one object, there was created a popular sentiment in favor of a system of public schools, to which the legislature of 1829 heartily responded. This desire on the part of the people was made known in the numerous memorials and petitions which came to the legislature from all parts of the State. These communications were referred to a committee, which, after a careful consideration of the subject, make an interesting and valuable report.

This report showed "the importance of a well-grounded system of common school education" and "the expediency of legislative aid in the promotion of this great object." It declares that "the public mind is not only prepared for the adoption of a school system, but is anxious that the same should be carried into immediate effect."

In accordance with these views, the legislature of 1829 passed the first law establishing a system of schools in New Jersey by State authority. This law was amended and improved in 1830, but the acts of 1829 and 1830 were both repealed in 1831, and another was passed which allowed the public moneys to be used for the benefit of all schools, whether public, private, or parochial. Afterwards, however, a reaction took place. Those who had secured the passage of the acts of 1829 and 1830 never relaxed their efforts, but continued by all proper means to educate public sentiment in the right direction. The consequence was a constantly increasing interest in the subject throughout the State, and there was more or less improvement in the local

schools. Sometimes, as was but natural, the reformers were "ahead of the times." As early as 1830 Robert Rittenhouse established a manual-labor school near Locktown, in Hunterdon County. Of course it was a failure financially, and his wife complained that most of the manual labor came upon her.

In other localities, however, perseverance triumphed over discouragements. An enterprise undertaken by William Rankin at Deckertown, in Sussex County, may be taken as an illustration:

When the above-named gentleman proposed to open a select school in the village, so little interest was felt in the proposal that he could procure no room but a small building about 14 feet square in an inconvenient part of the village. This, however, he rented, and commenced his first term with a single scholar; and this lone pupil was not of the State of New Jersey, but from New York.

This discouraging commencement did not arise from want of knowledge or confidence in the teacher, for he had been favorably known in the county for several years previous as a classical instructor; neither was it because the inhabitants were averse to education, but it stands as an illustration of the strength of habit on communities and the difficulty of breaking over the barriers of long-continued custom. They had never fostered education within their own limits, and therefore they had no faith in this infant institution. It was universally looked on as a romantic and impracticable undertaking. But the school went on, and for the first week with one scholar only, who accompanied his preceptor to and from the schoolroom at regular hours, resembling a hen with one chicken. However, before the ensuing spring the school numbered 20 scholars.

When the school had been in operation about two months the teacher had locked the schoolroom door one evening and walked out of the village, and did not return till about 11 o'clock. He was surprised to see his schoolroom lighted, knowing that he had left it locked. Upon approaching a window he perceived the room to be filled with well-dressed, gentlemanly looking men—some standing, others seated, round a table which was almost covered with money of various kinds—all giving profound attention to the game that was in progress with cards. He then unlocked the door and stepped in. No seeming notice, however, was taken of him, and after observing the scene for a few minutes he observed to a gentleman standing near him that he would be thankful if, when they were done using the room, they would leave it in good order. He then retired, and in the morning, upon returning, found the room divested of men, money, and table, the door locked—all in good condition.[1]

Ten years later it was stated in the county newspaper that—

the principal of the school at Deckertown commenced his career of instruction in this county about fifteen years ago, and since that period the youth that have been under his charge number about 1,000. Few years within this time have elapsed without more or less of his pupils becoming prepared to enter college, or commence professional studies; and a large proportion of the schools in the surrounding country have been, and are, conducted by teachers qualified from the same source of instruction.

Few cases occur of a bias of mind so strong and exclusive toward a particular pursuit, as is evinced by this individual in his favorite occupation of instructing youth. This has been manifested from the increasing zeal and ardor which has existed in this institution for the last year to keep pace with the most recent and best methods of instruction, and to cultivate an acquaintance with the most useful and interesting developments of science.[2]

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[1] Barber and Howe's Historical Collections, p. 487.

[2] Sussex Register of May 22, 1843, quoted by Barber & Howe.

During these years teachers were constantly trying new exp to stimulate the zeal of their pupils. Matthew Seymour had a sch at Bridgeton, in Cumberland County. It was, of course, a pay schoo but poor and orphan children and apprentices were taught at the pub lic expense. The tuition was $2 a quarter. On Saturdays, as in other schools of the period, certificates of proficiency were issued to those who had made most progress during the week. These were sometimes written in full by the teacher; but the "tickets" most highly prized were printed forms with a small picture at the top. Instead of these, Matthew Seymour issued checks for small amounts of money, and paid them in due season according to contract. One of these has recently been found, entitling the person named to "25 cents for diligence and attention to studies."[1]

About this time Joseph Thompson, the teacher in Hunterdon and Somerset counties, was in the habit of issuing checks for *time*, payable to the pupil named on demand. These were usually saved until a considerable number could be presented, when the industrious holders would take sometimes half a day, or even a whole day, for a game of ball, or hare and hounds, or whatever they might elect. These time checks read somewhat as follows:

> This is to certify that A—— B——, having by unusual diligence mastered the lessons of the day before the closing of the school, and having by excellent deportment deserved well of the teacher, he is hereby entitled to 10 [or 12, or 15, or 20] minutes of school time on any day that he may choose.
>
> (Date.) (Signature of teacher.)

Another certificate (now before me) is as follows:

> This may certify that A—— B—— is at the head of the first class in spelling.
>
> 12.6.38. JOSEPH THOMPSON.

While there were as yet no public schools in the modern sense, the best teachers regarded themselves, and were regarded by others, not as State officials, but as in place of the parent, doing what they could to aid employers in the discharge of parental duty. The consciousness of this relation had advantages not always realized under our newer and better systems. In those days the parent was, more than now, the helper of the teacher by aiding the study of the child at home.

No amount of description can give so vivid a conception of the circumstances and conditions and appearance of the boys of the period as is afforded by the pictures of contemporary artists. "The studious boy" was painted by William S. Mount in 1834. Under the stimulation of this "truly fine picture" (as he calls it), William Dunlap, who had painted Washington's portrait while the General was writing his farewell address at Rocky Hill, sketched "The idle boy." Copies of these are here inserted.

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[1] Letter from Edward A. Bowen.

ıary 16, 1838, another convention was held in Trenton, over which Justice Hornblower presided. It declared that the school laws lefective and ought to be repealed. It recommended further :e all along the line, including the appointment of a State superent of common schools, and appointed a committee to prepare an s to the people of New Jersey. This committee consisted of the Rev. George Washington Doane, D. D. (who had been elected of the Protestant Episcopal Church in this diocese in 1832), ch other well-known men as L. Q. C. Elmer, M. J. Rhees, Theorelinghuysen, J. S. Green, D. B. Rydall, A. B. Dod, A. Atwood, R. Gummere.

address was prepared by Bishop Doane, who had been a suc- teacher, first in a classical school which he established in New and then as professor in Trinity College. He was, moreover, an iastic patriot. The ringing words which he wrote have been an ıtion to succeeding workers from the day they were printed ow. The bishop insisted that "every free State must provide education of all her children." He quoted Sir William Jones's anslation of the lines from Alcæus, used with such telling effect stides in one of his stirring appeals:

*Οὐ λίθοι, οὐδὲ ξυλα, οὐδὲ*
*Τέχνη τεκτόνων αἱ πόλεις εἶσιν,*
*Ἀλλ' ὅπου ποτ' ἄν ὦσιν ἄνδρες*
*Αὔτους σώζειν εἰδότες,*
*Ἐνταῦθα τείχη καὶ πόλεις.*

WHAT CONSTITUTES A STATE?

Not high-raised battlements, or labored mound,
Thick walls, or moated gate;
Not cities proud, with spires and turrets crowned,
Not bays and broad-armed ports,
Where, laughing at the storm, rich navies ride;
Not starred and spangled courts,
Where low browed baseness wafts perfume to pride;

No! Men, high-minded men,
Men who their duties know,
But know their rights; and, knowing, dare maintain,
Prevent the long-aimed blow,
And crush the tyrant while they rend the chain;
These constitute a State.

declared that the common school is common, not as inferior, but ırgin and the air are common. Indignantly he denounced the that there is to be an education for the poor as such.

[illegible] for the poor a coarser earth, a thinner air, a paler sky? Does [illegible] his golden flood as cheerily upon the poor man's [illegible] palace? Have not the cotter's children as keen a [illegible] fragrance, melody, and beauty of luxuriant nature

THE IDLE BOY.

THE STUDIOUS BOY.

as the pale sons of kings? Or is it on the mind that God has stamped the nt of a baser birth, so that the poor man's child knows, with an inborn certain at his lot is to crawl, not to climb? It is not so. God has not done it. Man can not do it. Mind is immortal. Mind is imperial. It bears no mark of high or low, of rich or poor. It heeds no bound of time or place, of rank or circumstance. It asks but freedom. It requires but light. It is heaven born, and it aspires to heaven. Weakness does not enfeeble it. Poverty can not repress it. Difficulties do but stimulate its vigor. And the poor tallow chandler's son, that sits up all the night to read the book which an apprentice lends him lest the master's eyes should miss it in the morning, shall stand and treat with kings, shall add new provinces to the domain of science, shall bind the lightning with a hempen cord, and bring it harmless from the skies.[1]

These stirring words had a most inspiring effect. Public opinion was aroused; and the legislature repealed the obnoxious laws, enacted better ones, and requested the trustees of the fund for the support of free schools to report annually—

a statement of the condition of public schools throughout the State; estimates and accounts of expenditures of all moneys appropriated by law to the purposes of education, together with all such matters relating to education as they may deem it expedient to communicate.

The State appropriation was raised to $30,000 annually, the money to be given exclusively to public schools. The townships were required to raise $2 for every $1 received from the State, the moneys to be distributed to all. A board of examiners for each county was authorized to examine teachers, and the minimum of the school age was fixed at five years.

Noah Webster was an important factor in education during the first half of the century, in New Jersey as well as elsewhere, as through his dictionary he still is. He made his home for a time at Princeton, and for more than thirty years "Webster's Elementary Spelling Book" had an annual circulation of 1,000,000 copies. It was printed by Terhune & Letson, at New Brunswick, and was used probably in every school in the State, though it lacked the pictures and the fables in "Webster's American Spelling Book," which preceded it (having been first issued in 1784) and was used in New Jersey until 1835. Webster's Grammar was not much used in New Jersey. It might have been different if the author had succeeded in his endeavor to induce Mr. Terhune to enter into partnership with his son and make New Brunswick the place of publication of all his works.[2]

A much better book than any of the English works on arithmetic that were used during the colonial period was the "New and complete system of arithmetic, composed for the use of the citizens of the United States, by Nicholas Pike. . M."

It was a large octavo, and must have been rather costly. As an

[1] This eloquent address, long out of print, has been reprinted in the Report of the ted States Commissioner of Education for 1895–96, Vol. I, pp. 250-254.

[2] etter from William L. Terhune, esq.

American work, however, it had a wide circulation, and deserved it; but it was designed for the use of teachers rather than of pupils.[1]

A smaller book was needed, and during the first half of the century Nathan Daboll's Teacher's Assistant came into general use in New Jersey. It introduced the study of the decimal currency of the United States (along with the pounds, shillings, and pence system of the colonies), and was a distinct advance upon previous "Assistants."

It was partly supplanted, however, by a still smaller book, at a lower price, sold as Pike's Arithmetic, largely on the reputation of the very different work of Nicholas Pike of the preceding century.[2]

In all these books the "answer" to the "sum" was printed under it. By a single glance at the slate, then, the pupil and the teacher could see whether the correct result had been reached. If so, it was inferred that the process was correct. But some pupils soon learned to "copy the answer out of the book," without much regard to the preceding figures. Some ingenious students also would "work back" from the answer to the problem, instead of obeying the oft repeated but often unintelligible injunction to "mind the rule." Even if this process did more to stimulate thought than did the method prescribed, nevertheless the *method* must be observed, and therefore the possibility of using some other method must be precluded. For this reason some "assistants" to the study of arithmetic were printed without any "answers," these being furnished in a separate pamphlet for the master's use alone. But this involved expense and trouble for him. Hence another expedient was adopted. Rose's Arithmetic, by a teacher at Perth Amboy, is interesting chiefly because he printed the answer in the book in letters instead of figures. The teacher alone was furnished with the following key to the cryptogram:

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 0 |
| p | e | r | t | h | a | m | b | o | y |

## IV. PUBLIC SCHOOLS.

There was a great revival of education in the United States midway of the nineteenth century. But always the present is the child of the past.

We have seen what was done in New Jersey in 1828 and 1829. And a similar movement occurred in 1838 and 1839. Theodore Frelinghuysen, who had been in the other, was in this also. He presided at a national delegate convention called to discuss education in the United States, at Philadelphia, in 1839. He was at this time chancellor of the

[1] The second edition, enlarged, revised, and corrected by Ebenezer Adams, A. M., preceptor of Leicester Academy, was printed at Worcester, Mass., at the press of Isaiah Thomas, by Leonard Worcester, for said Thomas, in 1797. Nicholas Pike was graduated at Harvard College in 1766, and died at Newburyport in 1819, aged 76 years.

[2] I suppose that the author was not responsible for this, for his full name, Stephen Pike, was upon the title-page.

University of New York, and could not give his time to [illegible] rsey. But there were others who caught the torch from the hands of the [illegible] of 1828 and bore it forward with a zest and glad selfsacrifice equal [illegible] theirs.

Chief among these in all the land was the secretary of the board of education of Massachusetts, who issued his first report in 1838; and not only Massachusetts, but New Jersey also, was awakened by the "thunderstorm of Horace Mann's cyclonic proclamation of his modest office."

Among the men of New Jersey who were prepared to welcome and carry forward the rising enthusiasm were Stacy G. Potts, the eminent jurist and littérateur of Trenton; the Rev. Nicholas Murray, D. D., of Elizabeth; the Rev. William R. Weeks, D. D., of Newark; Stephen Congar, M. D., and Nathan Hedges, the eminent teacher, both of that city, all of whom have ceased from their labors. And their works do follow them. Two of the men of that day whom those delight to honor who know how much we owe to them are still with us, viz, the venerable Samuel H. Pennington, M. D., president of the New Jersey Historical Society, and the Hon. John Whitehead, president of the New Jersey Society of the Sons of the American Revolution.

Dr. Pennington has long been known as the author not only of many contributions to the literature of medical science, but also of numerous addresses upon education and kindred topics. He has ever been the ready counselor and friend of younger men who have carried forward the work which owes so much to him and his associates in the past. He writes that his great age will not allow him the effort to recall the events in the history of education in New Jersey of which he was once so great a part.

John Whitehead was for a long time the secretary of the New Jersey Society of Teachers and Friends of Education, and in this capacity he visited various parts of the State, addressing the people upon the importance of giving to their children greater advantages of instruction. He was also a prominent and active member of the National Society for the Advancement of Learning, and with the same object in view served also as one of the county examiners in Essex. With faculties still unimpaired, he is writing and editing works on historical topics, and this does not allow him leisure to furnish even a sketch of the movement in behalf of education in New Jersey which he did so much to shape sixty years ago, and which he alone of the men now living is competent to describe.[1]

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[1] John Whitehead was born in Jersey, Ohio, September 16, 1819. He was the son of Onesimus, who was the son of Silas, who was the son of Onesimus, who was the son of Isaac, the ancestor of the family in New Jersey. His mother's maiden name was Pyrenus Case. He early returned to the home of his fathers, and began the practice of law in Newark in 1840. Subsequently he removed to Morristown, where he had married, in 1843, Catharine A. Mills. He still continues, however, his office in Newark, discharging assiduously his duties as a lawyer, but making the education of his

Before the middle of the century the phrase "common schools" was becoming a misnomer. From the beginning there had been endeavor, as there is still, to realize Jefferson's idea of three grades of instruction. After the passage, April 17, 1846, of the act to establish "public schools," this term more and more took the place of the other.

The act of 1846 was a great advance on those which had gone before it. Besides other important improvements it authorized the trustees for the support of free schools to appoint a State superintendent of public schools. At first his jurisdiction was restricted to Essex and Passaic counties, but it was soon extended to all counties of which the board of chosen freeholders should express desire for his services.

The trustees of the school fund did not have far to seek to find a competent State superintendent. James Parker lived at Perth Amboy, and in that historic little city lived also Theodore F. King, M. D., a gentleman who was gladly giving of his time and his money and his unusual ability to forward the educational movement in New Jersey, as he had done before in Brooklyn, N. Y. He proved to be the rig man in the right place, which he promptly accepted, though the co pensation was only $3 per day for each day spent in the duties of l office, and this was to be paid by the counties which might choose come under the provisions of the act in the proportion of the sc fund allotted them.

March 3, 1848, however, in order to carry out the wise provisio the act of 1846, the trustees for the support of free schools were au ized to pay the State superintendent $500 annually "for dra reports, postage, traveling, and other incidental expenses incurr the discharge of the duties of his office."

The first report of the State superintendent was read to the lature February 15, 1847, and ordered to be printed.

In it he recommended the establishment of a State normal sc some future but not far distant day; spoke of the importance o nations of teachers, that would exclude the incompetent and and open the way at no distant period for a class of teachers Jersey children should have and Jersey parents procure, and c against a too rapid advance in legislating upon education He said:

> In the present awakened and excited state of public opinion upon the are everywhere pressing forward with views as diversified, contradictory monious as can be well imagined.

This shows the great interest which had been awakened, his prudent desire to make haste slowly. His wisdom prev

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fellow-citizens his lifelong avocation. The establishment of the Morris upon a firm foundation has occupied his attention of late.

In 1845, when the public schools of Newark were managed by a sch he was one of its most active members. He was secretary of the firs cation in Newark until 1855. After that he was school superintend cent township of Clinton for four years. (See the Genealogical Recor Family, pp. 390-392.)

an unfortunate reaction as had taken place fifteen y[illegible] b[illegible]e. He served in this office until the year 1852, and established [illegible]m fou[illegible]ti[illegible] upon which to build for all future time.[1]

In 1847 many religious people became alarmed at the tendency t[illegible] make the public schools purely secular, fearing the effect of a lack [illegible] religious instruction, and pronouncing in favor of parochial schools under ecclesiastical supervision. Foremost among these was Bish[illegible] G. W. Doane, the founder of the well-known church schools at B[illegible]ton, whose ecclesiastical principles were undergoing logical dev[illegible] Of his eloquent address in behalf of popular education in 183[illegible] ([illegible]erein-before mentioned), his son and biographer writes: "My father's na[illegible] would never have been signed to this in 1858." Nevertheless, in [illegible] the bishop heartily seconded the endeavor of the agent of the [illegible] Jersey State Teachers' Association (who explained to him that he [illegible] carrying out the suggestions of this address) to organize a teach[illegible] institute in Burlington, under the State law; and in the last [illegible] convocation over which he presided "declared that he stood b[illegible] word of that address." The consequence was that the moveme[illegible] commit the Protestant Episcopal Church in New Jersey "to the e[illegible]sive support of parochial schools in opposition to the common sch[illegible] fell to the ground."[2]

Perhaps even then the good bishop was beginning to foresee what recent events have made obvious to us all—that it will require the efforts of all good men in both civil and religious organizations to secure the education necessary for all our people if our liberties are to be transmitted to our children and to our children's children, generation after generation. So strong, however, at that time, was the feeling in favor of parochial rather than of public schools, that the Hon. Lucius Quintus Cincinnatus Elmer, of Bridgeton, one of the best-known public-spirited citizens of the State, who had been on the committee of 1838 with Bishop Doane, thought it wise to address "to the governor of New Jersey" a printed letter of 10 pages in favor of public rather than parochial schools. Happily, experience is showing in New Jersey, as elsewhere, that specifically religious education can

[1] Theodore Frederick King was an elder son of the Hon. Elisha W. King and his wife, Margaret Kowenhoven Vandervoort, of New York. He was born in that city September 12, 1802; graduated from Columbia College in 1822, and from the Bellevue Medical College in 1824. He married, May 1, 1829, Sarah Ann, daughter of Col. Robert Arnold and his wife, Grace Coddington. They settled near his father's country seat at New Rochelle, whence they afterwards removed first to Brooklyn and then, in 1843, to Perth Amboy. (Letter from his daughter, Mrs. Thomas Hicks.) Dr. King was a man of rare intelligence, tact, and personal magnetism. He used all these, as well as his ample means and leisure, for promoting the education of his fellows. When the work in New Jersey had been placed upon a secure basis he returned to Brooklyn in 1854, where he ended his altruistic life September 3, 1868, leaving four children to revere his memory. The silver pitchers presented to him by the teachers of New Jersey, in token of their appreciation of his self-denying efforts in behalf of popular education, are still valued by his descendants.

[2] Proceedings N. J. Historical Society, 1871, p. 123.

safely be left to voluntary effort, and that industrial and ethical as well as intellectual culture can properly and profitably be made a part of the duty of public school-teachers.

In his report of the year 1848 the State superintendent says:

In most of the counties of the State county associations have been formed for the promotion of public school education, composed of the teachers and friends of education in the respective counties. At these associations, whose meetings are generally quarterly, subjects of interest to the teacher and the parent are introduced and methods of instructing and imparting information communicated, and other matters of importance to all discussed. The present governor of our State is an active member and president of the Sussex County Association.[1]

At this time the Rev. Abraham Messler, D. D., and Christopher Columbus Hoagland, M. D., constituted "the board of examiners and visitors" in the county of Somerset. Dr. Messler was always an earnest friend of education. Dr. Hoagland had had experience as a teacher and understood the need of reform. He may be regarded as at that time the principal worker to this end. At his instigation two meetings of the town superintendents of Somerset were held during the year 1848. At one of these they passed a resolution (undoubtedly prepared by Dr. Hoagland)—

That the State superintendent be requested to publish in his annual report such extended abstracts from the reports of the town superintendents as in his opinion would be likely to promote the cause of our schools.

To this request the State superintendent readily assented, and this excellent means of collecting and disseminating information has been continued from that day to this.

In the year 1849 Dr. Hoagland was himself the superintendent of the township of Hillsboro, in Somerset, of which county he had been for several years one of the county examiners. In his report for this year he said:

From the examination of nearly 300 teachers, we had occasion to observe that while many were extremely defective in elemental knowledge, and depended, in their attempts to instruct, upon the text-book in their own hands, a far greater number were almost unaware that there is any such thing as tact in teaching, supposing that to keep tolerable order in school by a salutary fear of the rod, to hear a class read a given number of times in a day, to help a pupil do a sum in arithmetic, to hear a lesson imperfectly recited in geography, and to keep a writing book passably clear of blots, make up the sum total of a man's claim to be considered a good teacher. Not one in fifty had read any book or treatise on the art and science of teaching, and many had never heard that there were any such works in existence.

To remedy this as far as possible, after consultation with State Superintendent King, Dr. Hoagland arranged for a teachers' institute, which was held in the courthouse at Somerville, June 8–13, 1849. By articles in the county papers, by letters to town superintendents and others, and by personal visits, he succeeded in securing an attendance of about thirty teachers. This was the first teachers' institute in the State, and

[1] Charles C. Stratton, of Sussex, was governor from 1845 to 1848.

was felt to be the beginning of better things to come. were Charles W. Sanders, author of the well-known se[illegible] or s[illegible] readers, and his brother, Joshua C. Sanders, both teacher[illegible] experience.

When all the members of the institute who had chosen teaching as the business of their lives were asked to stand up, only two of thirty rose to their feet. One of these was a young man who h[illegible] walked 14 miles in order to be present. (As might have been expected he afterwards became one of the instructors in the State Normal School.) The other was the writer of this paper.

The State superintendent this year made a strong appeal for better schoolhouses, and (with the consent of the author) appended to his report 32 pages of the work on school architecture by the Hon. Henry Barnard, at that time commissioner of public schools in Rhode Island.

During the year 1849 John H. Phillips, M. D., was superintendent of public schools in the township of Hopewell, in Mercer County. In his report to the State superintendent he lamented the lack of improvement in the condition of the schools, declared that improvement could come only from an interest among the people, and that this interest could be developed only by the strenuous and well-directed efforts of the friends of education. He added:

> When they shall be seen entering spiritedly into its interests, when their voices shall be heard not only in the halls of legislation but in those of business as well as in the social circle, and when their influence shall everywhere be felt, then, and not till then, will this great work be accomplished. * * *
>
> Let us do just what is done to remedy the consequences of ignorance and quackery on every other subject—educate men for the business of teaching and pay them when educated. Not only let teachers be better educated, but let a knowledge of our State and Federal Constitution, together with a knowledge of political economy, natural philosophy, and some of the higher branches of mathematics, be required of those to whom the management of our schools is intrusted, etc.

These words have not yet had their due effect, though Dr. Phillips ere long had opportunity to reiterate them from a better vantage ground.

In the year 1851 the Somerset County Teachers' Association, stimulated by Dr. Hoagland's energy, resolved to hold a teachers' institute at the county seat during the first complete week in November. As a member of the committee of the association, much of the work fell to me. The advice of Henry Barnard was freely given, and was most helpful. His letters and those of other helpers are before me as I write. Horace Mann was unable to attend, but his sister-in-law, Miss Elizabeth Palmer Peabody, came to show us how to teach history.[2]

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[1] His name was Myron H. Doolittle.

[2] About this time I was in correspondence with Charles C. Rafn, secretary of the Royal Society of Northern Antiquaries, at Copenhagen, respecting the ante-Columbian history of America. As a result of this correspondence, he prepared (from his large *Antiquitates Americanæ*) a brief sketch of this history, had it printed in the form of a leaflet, and sent it to me for use in schools, or in the compilation of school books. It was sent also to the New Jersey Historical Society, and was printed in its Proceedings for the year 1853 (pp. 166–168); but the facts therein stated are not even yet generally taught in our schools.

The conductors of the institute were David N. Camp, principal of the State Normal School of Connecticut, and William B. Fowle, editor with Horace Mann for many years of the Massachusetts Common School Journal. The evening lectures were by Horace Greeley, Henry Barnard, Robert Davidson, D. D., David N. Camp, and J. N. McElligott. State Superintendent King and Governor George F. Fort came and spoke words of encouragement. There were more than seventy teachers in attendance, all of whom were hospitably entertained during the week by the citizens of Somerville. Great enthusiasm was manifested, and great good accomplished. All present felt the uplift, and seemed to recognize the dawn of a brighter day in educational affairs in New Jersey. The influence of this institute spread throughout the State and prepared the way for greater things to come.

In 1852 Dr. John H. Phillips was made State superintendent of public schools, and held the office for nine years, discharging its duties, at the meager salary of $500 a year, with a devotion and conscientiousness unsurpassed by any of his successors.[1]

October 20, 1853, at the call of State Superintendent Phillips, an educational convention was held in Temperance Hall, in the city of Trenton. The Hon. George F. Fort, the governor of the State, presided. Dr. C. C. Hoagland and Dr. Stephen N. Congar were vice-presidents. The committee on resolutions consisted of David Cole (then principal of the Trenton Academy), H. Goodwin, J. Sandford Smith, J. J. Baker, and O. A. Kibbe. The resolutions, written by Principal Cole, were discussed and amended and adopted, and published throughout the State.

The secretary of the convention was Isaiah Peckham, superintendent of the industrial schools in Newark, and editor of the Literary Standard, a weekly paper, which the convention recognized as the educational organ of New Jersey.[2]

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[1] John H. Phillips was born in Hopewell Township, in Mercer County, and spent in it twenty-three years of the most laborious country practice as a physician. He received his medical education at the University of Pennsylvania, and was graduated in 1838. He immediately commenced practice at Taylorsville, Pa., but subsequently removed to Pennington, N. J., where he spent the major part of his manhood. At the breaking out of the civil war he was appointed surgeon of volunteers and assigned to the Army of the Cumberland. At the close of the war he was brevetted lieutenant-colonel of volunteers. He died at Beverly, March 1, 1878, aged 64 years. He never lost his interest in popular education, and at the time of his death was a trustee of the school at Beverly built and endowed by Mr. Paul Farnum to serve as preparatory and auxiliary to the normal school at Trenton. (Letter from his daughter, Mrs. Emily V. Street.)

[2] Isaiah Peckham was born November 9, 1823, near Binghamton, N. Y., of New England parentage. On his seventeenth birthday he assumed the charge of a large district school, in which he was successful, and after teaching four terms in his native State removed to New Jersey, and taught one year in Irvington. Afterwards he was appointed principal of the Lock Street Public Grammar School of Newark, and held the position for about five years, when he resigned to accept the superintendency of the "Newark industrial schools," which he organized. He was

The resolutions adopted give a fair idea of the statu affairs in New Jersey at that time. They are as follow:

*Resolved*, 1. That it is the duty of the State to make liberal p education; its laws on that subject should be so amended as to only general, but also free.

2. That in order to promote that object it is essential to secure the cooperation of the people, the teachers, and friends of education throughout the State; a we therefore recommend the organization of associations of teachers and friends education in every town and county of the State.

3. That we believe that the time and efforts of the State superintendent should devoted exclusively to the cause of education, and that he should receive a compensation of not less than $1,500.

4. That we regard the subject of providing competent teachers as a most important consideration affecting the prosperity, efficiency, and success of our common school system, and believe that all efforts to improve their character and increase their usefulness can be attended with only partial success while that defe remains.

5. That teachers' institutes are justly regarded as a powerful instrumentality in the accomplishment of this object, and should receive that aid and encouragement which their importance in the economy of our system demands, and tha should be annually appropriated to each county for their support, under such lations as the legislature may adopt.

6. That we recommend an annual appropriation of $15 to each school district in the State for the purchase of district libraries, on condition that the district wi raise an equal amount for the same purpose.

7. That an educational journal is much needed in New Jersey to spread information among the people, and to promote in various ways the cause of common school education.

A committee, consisting of David Cole, David Naar, Christopher Columbus Hoagland, J. Sandford Smith, and Nathan Hedges, was appointed to present these resolutions to the next meeting of the State legislature. Judge Naar suggested the propriety of presenting to the people of the State an address on the subject of education, and volunteered to print a thousand copies of such an address gratuitously. C. C. Hoagland, John B. Thompson, and William H. Van Nortwick were appointed to prepare such an address.

The address was written by Dr. Hoagland, and is the most direct, plain, and practical of the many addresses of this kind. Advocating free schools and defining the term, it showed also the need of a salary sufficient to enable the State superintendent to devote all his

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also editor of the New Jersey department of the New York Teacher. When the Newark Public High School was established he was unanimously elected as the first principal, and entered upon the duties of the position in January, 1855. In the April following, a Saturday Normal School was established in Newark, of which also he became principal. He was very active (with others above named) in securing a normal school for the State, and teachers' institutes for the several counties. After the latter were inaugurated, his summer vacations were largely occupied in institute work. In July, 1866, he resigned the principalship of the Newark High School and Saturday Normal School, and entered upon the insurance business, in which he is still engaged. The honorary degree of master of arts was bestowed upon him by Lewisburg University in 1856.

time to the duties of his office. It explained the importance of more accurate statistics; advocated teachers' institutes and a journal of education; discussed the removal of the legal restrictions upon the raising of money for educational purposes, and concluded with an appeal to the people to "infuse more and more vigor into the whole movement and carry it forward to results that will surprise and cheer every friend of his country." The address was printed and widely circulated.

February 9, 1854, according to directions, the committee appointed for the purpose secured the assembly room in the statehouse at Trenton for a public meeting at which to present to the legislators the resolutions of the convention, both houses of the legislature adjourning to attend the meeting. Governor Rodman M. Price was chosen president and David Naar secretary. The object of the meeting was stated by the chairman of the committee, and the first address was made by J. Sandford Smith, of Essex. He stated as the text of his argument—

> That the improvement and perfection of the public school system is the great want of the State of New Jersey; upon which theme he made a very eloquent and interesting address.
>
> John B. Thompson, of Hunterdon, next spoke in reference to the propriety and necessity of teachers' institutes with great effect.
>
> David Cole, of Trenton, made an interesting and enthusiastic address in favor of the general cause of education, in relation to a change in the law with respect to the examiners and licensers of teachers, and in allusion to the necessity of sufficient compensation to the State superintendent, whose varied necessary qualifications were forcibly described.[1]

The effect of this meeting with the members of the legislature was excellent, and a few days later the law establishing teachers' institutes was passed.

The teachers present at the October convention in that year had issued a call for a meeting to organize a State Teachers' Association. December 28, 1853, in response to this call, a body of enthusiastic teachers assembled in the then recently erected public school building on Bayard street, in New Brunswick. Nathan Hedges, of Newark, was made president of the meeting; Robert L. Cooke, of Bloomfield, vice-president, and John T. Clark, principal of the New Brunswick school, secretary. The New Jersey State Teachers' Association was then formally organized by the adoption of a constitution. The preamble stated that—

> The teachers of the State of New Jersey, regarding themselves as responsible agents for conducting the educational system, and feeling in some degree the weight of responsibility resting upon them, and persuaded that union of feeling and concert of action would greatly assist them in bearing the responsibility, do hereby agree to form themselves into an association to be governed by the following constitution.

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[1] Trenton True American, of February 10, 1854.

From that day to this the association has held annual meetings, and no other State educational convention has been called. The subjects discussed at this meeting were important, and the discussions animated. All felt that an important step had been taken in the educational affairs of New Jersey. Among the resolutions adopted was one declaring "that the office of State superintendent of public schools in this State should be filled only by a practical teacher."

It was also resolved at this meeting that a premium of $20 should be offered for the best essay "on the necessity and means of advancing the interests of common school education in New Jersey." Dr. Phillips, State superintendent of public schools, immediately laid upon the table in gold the amount of money thus designated as a premium. Robert L. Cooke, David Cole, and C. C. Hoagland were appointed a committee of award. Robert L. Cooke was chosen as the first president of the New Jersey State Teachers' Association.[1]

January 18 and 19, 1855, the second annual meeting of the New Jersey State Teachers' Association was held in Trenton, when an admirable address was delivered by the retiring president, and it was decided that the association should be represented throughout the State by an agent whose duty it should be to secure as far as possible the establishment of teachers' institutes, and in every proper practicable way labor for the establishment of a normal school, and the furtherance of popular education generally. Dr. Christopher Columbus Hoagland was unanimously elected State agent.

At this meeting the committee of award reported that they had selected, as worthy of the premium offered a year before, the essay by Mr. John T. Clark. The essay was read before the association, approved, and ordered to be printed by a committee consisting of C. C. Hoagland and John B. Thompson. The committee collected the money necessary for the purpose, had the essay printed, and distributed throughout the State. Undoubtedly it did great good.

Among the men chiefly instrumental in the educational revival between 1850 and 1860, which resulted in the establishment of the normal school, and ultimately in the present system of free public schools,

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[1] Robert Latimer Cooke was born at Williston, Vt., June 27, 1809. At 14 years of age he entered Middlebury College. After graduating he studied law, but afterwards abandoned his profession for that of a teacher, in which he was eminently successful, first at Princeton, and afterwards in Virginia. In 1837 he joined his mother, Mrs. Harriet B. Cooke, in her famous school at Bloomfield. (See p. 147.)

A gentleman of esthetic tastes, of culture and refinement, he went from place to place to plead for greater advantages of education for the young; and his quiet altruism was very effective. He was secretary of the General Educational Society, of which Professor Henry, Bishop Alonzo Potter, and others were members. When the Bloomfield school was discontinued, Mr. Cooke became a topographical engineer. He was connected with the department of public parks of the city of New York when he was drowned, at the upsetting of a pleasure boat by a tidal wave off Fire Island, August 11, 1877. (Letter from his daughter, Mrs. Louise C. Redfield.)

the name that must always be mentioned first is that of Christopher Columbus Hoagland.[1] Not always prudent in his methods, he was the most zealous and persistent of the educational reformers of the day. He was acquainted with the working of the normal school at Albany from personal inspection; he understood and appreciated the methods of the lamented David P. Page, the excellent principal of that school; he had familiarized himself more or less also with similar institutions in the New England States, and he devoted his energies to the endeavor to secure equal educational advantages for the people of New Jersey. To this end he held frequent conferences with the Hon. Richard S. Field, and, the time seeming ripe, a forward movement was begun.

Richard S. Field had long been devoted to popular education. It was probably he who, as one of the trustees of the school fund, wrote the admirable report of that board so early as the year 1839. It was he who, by reading in convocation the extract from Bishop Doane's address in behalf of public schools, put a quietus to the movement to commit the Protestant Episcopal Church in New Jersey to the support of parochial in opposition to public schools.

He was deeply versed in political history and economy. He was fully imbued with the spirit of free government, and, with the broad comprehension that was characteristic of his mind, he knew that the true safety of the State, the only guarantee for the success of popular government, was the education of the people. He had a high regard for our constitution and a deep interest in the course of legislation, but he felt that the wisest constitutional safeguards and the best laws must be powerless and transitory if the people were left in ignorance. And he knew and urged, long before it was made a part of our State system, that in order to educate the people we must teach the teachers, and hence his faithful devotion to the interests of the State normal school.[2]

He was the president of its board of trustees from its organization, April 24, 1855, to his death, May 25, 1867. During that period every one of the annual reports was written by him.

David Cole had been a teacher from his graduation from Rutgers College in 1842. No man was ever more enthusiastic than he in his

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[1] Christopher Columbus Hoagland was born near Griggstown, in Somerset County, May 17, 1810; graduated at Rutgers College in 1828, and at the medical department of Yale College in 1832. He first located at Catskill, N. Y. In 1836 he removed to Readington, and occupied the farm and former residence of Dr. Jacob Jennings, but did not succeed well, either as a farmer or physician. In 1840 he removed to Harlingen, and afterward to the town of Henry, in Illinois, and engaged in the milling business, which he soon left in care of his sons, and became State agent for the American Bible Society in southern Iowa, which position he occupied until the time of his death, which occurred suddenly on his field of labor, March 19, 1869. He was a warm-hearted Christian, and had he been properly educated for his duties would have made a better preacher than physician. (Medical History of Hunterdon County, by John Blane, M. D., p. 90.) On his removal from New Jersey the teachers of the State presented him a watch with suitable inscription as evidence of their appreciation of his untiring energy in their behalf.

[2] Memoir of Richard S. Field, by Anthony Q. Keasbey, in the proceedings of the N. J. Historical Society for 1871, pp. 122, 123.

profession, and he threw himself into the new moveme
teristic zeal. He took special interest in the projec
normal school, and, being on the ground, had grea
(which he used wisely and efficiently) with members of

In 1855 he became a member of the first board of
his experience as a teacher was of the greatest ben
ciates. His address at the commencement of the Farnum
School in Beverly upon the "Aims of the Normal Schoo
Jersey," was an admirable statement of what a normal s
to be.[1] When it was proposed to establish a so-called "mo
for secondary education, he clearly foresaw that it would
ultimately destroy the Trenton Academy which he had b
he did not flinch. Of all those concerned in the establishm
State schools no one sacrificed more upon the success o
ment than David Cole. September 1, 1857, he resigned the
ship of the academy and accepted a subordinate position as
teacher in the model school. Here he worked as enthusiastically as
ever until his health gave way, when his place was supplied temporarily by his friend and former associate, John B. Thompson. Recovering his health, he resumed his position as professor of the Latin and Greek languages; but only for a time. When there was developed in the management of the institutions an element offensive to ri
minded people, he withdrew his confidence from it (and was follo
in this respect by the State superintendent, and ultimately by the State agent also), until the evil was remedied. He had always been a student since his graduation from college, and it was not difficult for him, while doing his full duty as a teacher, to prepare himself for the ministry of the gospel. He was licensed as a preacher while still a teacher in the model school.[2]

David Naar is another name which the people of New Jersey should have in everlasting remembrance. Proprietor of the True American and the acknowledged leader of the most powerful political party of the State, he used all the weight of both his political and personal influence to forward the educational movements of the day. Naturally a ready and popular speaker, he possessed a remarkable talent for foreseeing the ultimate as well as the immediate effect of public

[1] Printed in Barnard's Journal of Education.

[2] David Cole was born at Spring Valley, N. Y., September 22, 1822. He received his preparatory training from notably thorough teachers, and was graduated from Rutgers College in July, 1842. Entering at once upon teaching as a profession, he taught privately till September 1, 1851, when he became principal of the Trenton Academy (see p. 127). On the 23d of November, 1858, he was ordained and installed pastor of the Reformed Dutch Church of East Millstone, N. J. In March, 1863, he became professor of Greek in Rutgers College. On the 10th of January, 1866, he was installed pastor of the Reformed Dutch (now the First Reformed) Church of Yonkers, N. Y., which position he resigned August 31, 1897. He still dwells serenely among the people to whom he so long ministered.

measures. Hence he threw himself with all his energy into the effort to provide for the future of the Republic by the education of the people. He was for many years an active member of the school board of the city of Trenton, where his counsels were as wise as they were in the conclaves of his political party.

Rising high above all selfish considerations, it was owing more to his influence than to that of any other one man that educational affairs in New Jersey were kept entirely aloof from the corrupting influences of party politics, and that the board of trustees of the Normal School and the State Board of Education were thoroughly nonpartisan so long as he lived.[1]

Joseph Thompson was also a man of wide influence, especially in the counties of Hunterdon and Somerset. He was for many years a teacher, and always gladly did all he could to further the educational movements of the day.[2]

Once he accepted the office of superintendent of schools in the township of Readington, in the county of Hunterdon, and discharged its duties with characteristic energy. On the 22d day of August, 1855, he gathered the inhabitants of the twelve school districts under his supervision, with music and banners, to a mass meeting in the woods near the center of the township. Addresses were made by Dr. Hoagland, State Superintendent Phillips, Judge Naar, Governor Price, Attorney-General Richard P. Thompson, Principal William F. Phelps, Peter I.

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[1] David Naar was born on the island of St. Thomas, November 10, 1800, and died in Trenton, February 5, 1880.

[2] Joseph Thompson was born September 30, 1808, in his father's house at "The Brookye" (to which he gave its present name of Pleasant Run), and here he lived until he bought the farm which had belonged to his wife's grandfather, the revolutionary patriot, Abraham Post. He wrought at the loom when a young man, and purchased, with the proceeds of his toil, books which were diligently studied. He taught district schools in various places, as at Centerville, White House, Readington, North Branch, etc. He married at 21; farmed during the summer; taught school in the winter; surveyed in all seasons, and in 1837 removed to the homestead on the border of Hunterdon and Somerset counties, where for fifty-six years he lived a useful and honorable life.

Judge Thompson had both physical and mental vigor, unusual in one of his ordinary school attainments. He thought for himself, but acted mainly for others. When 28 years of age he became associated with his father as judge of the Hunterdon court, and held that position for fifteen years, when, the house he then occupied being on the Somerset county side of the line, he again held in Somerset the same position for thirteen years, and no decision of his during these twenty-eight years was ever finally reversed by a superior court. He wrote wills and all kinds of legal papers, was master in chancery, and settled many estates without any question being made of his personal integrity and business ability. He organized the Farmers' Mutual Fire Insurance Association, and later the Readington Life Insurance Company, and was connected with both almost to the time of his death. He organized the first Sunday school in his region, at Pleasant Run, in 1825, and never gave up Sunday school work until entirely unable to attend service. As an elder in the church, and leader in prayer meetings, and attendant at all society meetings having for their object the promotion of the gospel, he was so well known that it is scarcely necessary to do more here than refer to the fact. He died October 23, 1893. (Obituary notice by A. V. D. Honeyman.)

Clark, John B. Thompson, and others. The attorney-general e the surprise they had felt in driving across the country to find the houses closed and the farms deserted, as well as the delight they experienced when they found 7,000 people thus gathered from their farms to hear addresses upon popular education. They regarded it as a sign that the people would ever be "ready to strengthen the hands and encourage the hearts of those who are laboring for the educational advancement of New Jersey." After these public addresses the schools separated, each to its own table in the woods, where after the dinner "postprandial" speeches followed.[1]

Rodman M. Price was elected governor of New Jersey in 1851, and served three years in this office. He had been a member of Congress from New Jersey, and before that had exercised judicial functions as the first alcalde in California when it came under the control of the United States. Of cultured manners and graceful carriage, his wide experience had given him wisdom, and he had the courage of his convictions. A pronounced partisan, he refused to heed the warnings of some of his associates against the dangers of unpopularity to be incurred by advocating the educational projects of the day, and did all he could in public and in private to promote them. His position was such that it is no disparagement to other workers to designate him as the "founder of the New Jersey Normal School," since "through his instrumentality mainly the Normal School of the State was established."[2]

At that time the political party to which he belonged was strongly attached to the doctrine of State rights. But this did not hinder him (in an address at Morristown, which I had invited him to deliver) from advocating most strongly a system of schools to be established throughout the Union by the General Government.[3]

William F. Phelps was the first principal of the New Jersey State Normal School. He was a graduate of Union College; had been connected with the normal school at Albany; and chiefly through the influence, first of C. C. Hoagland, R. S. Field, and David Cole, he was called in 1855 to lay foundations in New Jersey. No man could have been better fitted for the task. He did his work, and he did it well. He knew what he wanted, and provided for it.

At that time there was great prejudice in New Jersey against the coeducation of the sexes. Accordingly, plans for the buildings were drawn and executed in such way that separate halls were provided for men and for women, so that they never met in the building save in the recitation or assembly rooms under the eye of a teacher. This restriction has long since been removed, and the present occupants of the building wonder why such strange alterations have been necessary.

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[1] The True American, of August 25, 1855.

[2] The People's Cyclopedia, and Appleton's Cyclopedia of Biography.

[3] Governor Price was born November 5, 1816, and died June 4, 1894, at his home, Hazelhurst-on-Ramapo, near Oakland, whither he had retired from public life at the close of his career of service to the State.

The people of several localities in New Jersey desired the normal school and offered inducements for its location in the midst of them. Notable among these was the proposition from Beverly, where Mr. Paul Farnum proposed to give the State the building which now bears his name with an endowment of $20,000. This proffer was accepted for a school auxiliary to the normal school at Trenton, and this Farnum school also was put under the charge of Professor Phelps.

Though somewhat aggressive, he commended the normal school to the public, most of all by the good work done there, work of a strictly professional character. Under his care the institution did not devote itself merely or chiefly to academic instruction, but to instruction in methods of teaching, and its influence soon began to be felt throughout the State. The normal school at Albany had attached to it a "model school" so-called, consisting of children gathered in from the streets, who were taught by the pupil-teachers in the normal school under direction of their instructors. Principal Phelps wished to secure and retain for the normal school the personal interest of the best people in Trenton. To this end he made the "model school" a pay school, really an academy of high grade, preparatory both to the normal school and to the colleges of the State, and the result has justified the plan. Perhaps he had other aims also.[1]

From that day to this there has been everywhere, but especially in New Jersey, a steadily increasing demand for the trained teacher. Every one of the 173 graduates from the normal school of New Jersey in 1898 is engaged in teaching. The average salary received by the class is $41.60 per month, an increase of $2.09 over that received by the class of the preceding year. The number of pupils enrolled in 1898 was 734.

So important has become the demand for trained teachers that the establishment of a second normal school (so long under consideration) in another part of the State must become a reality at an early date.[2]

Frederick W. Ricord was not among the first, but he was among the best, engaged in the general educational movement at this time. Called to the office of State superintendent, his culture and taste enabled him to infuse into the educational system of the State an element which commanded the respect of many who had stood aloof from it before. His lectures gratified the taste of literary men; and the quiet steadiness with which he refused, under the strongest pressure, to appoint to the charge of teachers' institutes those whom he

[1] In 1864 Mr. Phelps became principal of the Minnesota Normal School, and in 1876 of the Wisconsin Normal School at Whitewater. In 1879 he returned to Winona, Minn., where he was superintendent of the public schools until 1885. He has been the editor and author of various educational works, and president of the most important national and international educational associations of the day.

[2] Report of State Superintendent for 1896, p. 34.

judged unfit for the position, won for him the ever-incre g esteem of those acquainted with the facts in the case.[1]

The most efficient of all the agencies used at first in popularizing the normal school, as well as of exciting and developing and perpetuating the interest in education generally, was the teachers' institute.

The teachers' institute was in fact a temporary normal school, going from place to place in every county every year, and including also a course of five lectures on educational topics by well-known educators. Among those whose voices were thus heard throughout the State were almost all those who have been herein previously named in connection with this movement. Mention should be made here also of Sumner C. Webb and Henry B. Pierce, teachers in the normal school; Dana P. Colburn and S. A. Potter, of Rhode Island; and N. A. Calkins, J. S. Denman, James B. Thomson, and Charles W. Sanders, of New Yor

There were many others also who had a part in this work, but none who did so much in it as these, save only Abraham Thompson, then of Michigan, who went everywhere with the State agent, teaching in the institute during the day and lecturing at night, always untiring and always acceptable both to the teachers and the populace. Frequentl two institutes were held at the same time in different counties, and t

[1] The same firmness of purpose characterized the discharge of his duties afterwards as mayor of Newark. No clamor of the populace, nor urgency of great men, could induce him to authorize the contracting of obligations which he deemed unwise; and for this persistent refusal (it was stated at his funeral) all Newark thanks him to-day.

Frederick William Ricord was born at Guadaloupe, in the West Indies, October 7, 1819, and studied at Hobart and Rutgers colleges. In 1845 he opened a private school in Newark, which he continued for twelve years. In 1852 he was made a member of the Newark board of education, in which he continued for seventeen years, being for the last two years president of the board. From 1860 to 1863 he was State superintendent of public schools; from 1865 to 1867, mayor of Newark; from 1875 to 1879, judge of the Essex court of common pleas; from 1881 to the end of his life, librarian of the New Jersey Historical Society; and from 1884 also, United States meteorologist at Newark. He received the degree of A. M. from Rutgers College in 1845, and from Princeton in 1861.

His contributions to the press and to magazines on historical and other topics were voluminous; besides which he published: History of Rome (1852); The Youth's Grammar (1853); Life of Madame de Longueville, from the French of Victor Cousin (1854); The Henriade, from the French of Voltaire (1859); English Songs from Foreign Tongues (1879); The Self-Tormentor, from the Latin of Terentius, with More English Songs (1885)—the last two volumes containing translations from fourteen languages and dialects. He also compiled most of the sketches of professional men in the History of Essex and Hudson Counties (1884); edited Vols. IX, X, and XIII to XVIII, of the New Jersey Archives; also General Index to the New Jersey Archives series (1888). He also prepared many articles for encyclopedias. His last published works were Biographical Encyclopedia of Successful Men of New Jersey, and History of Union County. Judge Ricord died August 12, 1897. See Appleton's Cyclopedia of American Biography, Vol. V, p. 247; and Honeyman's Encyclopedia of New Jersey (soon to be issued).

one in his charge was conducted as acceptably as that in charge of the State agent.[1]

Dr. C. C. Hoagland, who was the first State agent of the New Jersey Teachers' Association, organized teachers' institutes in half of the counties of the State and then removed to Illinois.

He was succeeded by John B. Thompson, who, after his election by the State Teachers Association, was commissioned as follows:

STATE OF NEW JERSEY,
OFFICE OF THE STATE SUPERINTENDENT OF PUBLIC SCHOOLS,
*Pennington, May 17, 1856.*

To all to whom these presents may come, greeting:

It affords me pleasure to introduce to your favorable notice John B. Thompson, agent of the New Jersey State Teachers' Association, inviting the friends of education throughout the State to cooperate with him in his efforts among the teachers to promote the cause of education.

JOHN H. PHILLIPS,
*State Superintendent.*

Under this commission the state agent served three years, using constantly a circular letter, as follows:

You are invited to attend the teachers' institute to be held at ——, in the county of ——, during the week commencing ——, ——, of the present year.

A teachers' institute is an assemblage of teachers for improvement in the studies they are to teach and in the principles by which they are to govern. Its chief design is to teach teachers how to teach. This is done by precept and by example. Under accomplished instructors teachers are formed into classes, drilled in the studies they are expected to teach, and taught the best methods of imparting knowledge.

Whenever and wherever teachers meet and interchange views respecting their business, compare methods, suggest illustrations, discuss plans, relate incidents, and talk over the thousand and one petty but important details of their duties, the effect must be good. But when we add to all this that a teachers' institute is, besides, a model school in which the rules of punctuality, order, diligence, attention, and promptness are applied to teachers themselves—in which all the points connected with the government, discipline, and classification of schools are examined; in which the rules and principles laid down in the text-books are fully explained and the best methods of impressing these upon the minds of children are pointed out, and from which teachers return to their schools with an increased fund of knowledge, with errors corrected, aims elevated, and understandings enlightened—the importance of such institutes can hardly be overestimated. Nothing can be further from the fact than the idea entertained by some that the teachers' institute is the place for the exposition of faults, and yet it is to be feared that this idea has kept away from such meetings many who most needed the advantages to be obtained only there.

The duty of preparing for whatever we undertake; the rapidly advancing standard of education; the increased vigilance of trustees in seeking out teachers of high talents and attainments; the readiness of districts to pay higher salaries to good

[1] Abraham Thompson had been a teacher of public schools before going to college. After that he taught at Holland in Michigan, and was three years the rector of Rutgers College grammar school in New Brunswick. He was also a minister of the gospel. He was born December 30, 1833, and died September 18, 1886. One of his sons is a teacher in Brooklyn and another in the University of Chicago.

teachers; the obligation to the government which provides suc[illegible] improvement—all these considerations call upon every teacher [illegible] this opportunity for improving himself and others.

The momentous interests, public and private, which depend [illegible] adv[illegible]ment of popular education among us appeal to every patriot, [illegible]uropist, an[illegible] Christian to lend all his influence to a measure which has pr[illegible]o eminentl[illegible] successful in improving the character of our schools and awaken[illegible]ne interest o[illegible] parents.

Every teacher and school officer in the county should attend this institute. [illegible] provided for all. The citizens of the vicinity usually entertain the members of [illegible] institute and consider themselves sufficiently remunerated therefor by the g[illegible] they derive from the exercises of the week.

The evenings will be devoted to popular lectures on subjects connected with education. For particulars you are referred to the notices in your county papers.

The expenses of teachers will be so small and the advantages so great that i[illegible] is earnestly hoped that you will do yourself and your profession the justice to attend.

Hoping to meet you at the time and place appointed, I remain,

Yours, in our common cause,

JOHN B. THOMPSON,
*State Agent of the New Jersey Teachers' Association.*

In the report of his work the State agent said:

Taught by the experience as well as by the counsels of his illustrious predecessor, the present incumbent was successful, during the first year of his office, in establishing institutes in every county in the State. Similar results, with two exceptions, have crowned his labors during the past year.

Since he entered upon the duties of his office he has communicated with teachers and people by means of 2,500 printed circulars, 900 letters, 100 public lectures (exclusive of the daily services of teachers' institutes), given professional instruction to about 1,300 teachers, traveled more than 10,000 miles, in all sorts of conveyances, over all sorts of roads, in all sorts of weather, meeting with all sorts of receptions; but with an earnest heart and hopeful confidence in his cause, never despairing, never doubting its ultimate success, he has gone steadily forward as best he could, and trusts that he has not labored entirely in vain.

The character of the institutes has been slightly modified from that of those in neighboring States. Conscious that no great success can or ought to be attained in a country like ours unless the people approve and aid the undertaking, the endeavor has been made to give the institutes more of a popular character. More time has been given for discussions, and more general exercises have been introduced, in which all present might participate. The public lectures have been of a more familiar and hortatory character. In short, everything has been done which, without interfering with the primitive design of a teachers' institute, seemed likely to impress upon the minds of the people the momentous interests, public and private, which cluster around the cause we advocate. While this is so, care has been taken that the daily exercises should be strictly professional, and that they should not degenerate into mere academic instruction, though, sooth to say, this last is greatly needed, too.

The evenings were devoted to lectures and discussions in which all present were invited to participate. The daily exercises usually continued six hours, three-fourths of each hour being devoted to instruction and the remaining fourth to recreation or vocal music, or both.[1]

When the State agent declined a reelection, no successor was named. It was thought that sufficient interest had been awakened and that the

[1] Printed in the report of the State superintendent of public schools for 1857, pp. 35–56.

work would now go on successfully without such an agency. But experience has shown that this was a mistake. For reasons not stated, the duration of the teachers' institute (still so called) has been reduced from five days to three, or two, or even one. The present State superintendent, the Hon. C. J. Baxter, advocates a return to the former plan. In his report for 1896 he says:

No institute should be held for a shorter period than five days, and the instruction so allotted as to keep all our educational forces in line. A five days' institute will accomplish more for our schools than any ever yet held. While we are looking forward to the most important improvements in our public school system, such as the employment of State agents, we must not forget that it also behooves us to make the most of present conditions and opportunities, and that by so doing we employ the most effectual means of hastening the desired reform.

## V. PUBLIC LIBRARIES.

"But they don't read," said a Tübingen professor when I expressed my admiration of the fact that all German peasants can read and write and keep accounts. And investigation showed that he was right. They do not read. Compulsory education may teach how to read, but so long as it confines attention to dull school books it can not impart a taste for reading, and without a taste for reading those who have escaped from the authority of a schoolmaster will not read. The taste for reading can be acquired only when there are opportunities for its cultivation, and these opportunities must be furnished to the young or they will not be furnished to many. A taste for good literature can, and therefore must, be acquired by children in their school days.

When this truth is recognized in the common schools and literature is given its proper place, not only for the development of the mind but as the most easily opened door to history, art, science, general intelligence, we shall see the taste of the reading public in the United States undergo a mighty change. The school can easily be made to inculcate a taste for good literature; it can be a powerful influence in teaching the American people what to read.[1]

There were books in the colonies in the seventeenth century, but mostly religious books.

Benjamin Franklin tells us that his father's little library was principally made up of books of practical and polemic theology, the greatest part of which the boy read before he was 12 years of age. Afterwards he expressed his regret that, at a time when he had so great a thirst for knowledge, more eligible books had not fallen into his hands. While working at the printer's trade he borrowed books from booksellers' apprentices, often reading them at night and returning them early in the morning, lest they should be missed. He succeeded, however, in securing some books of his own, and had these, as well as those of his friend, John Collins, with him on his second journey to Philadelphia. This was in 1724, when William Burnet (after whom Burnet street in New Brunswick is named was governor of New York

[1] Charles Dudley Warner

and New Jersey. Franklin informs us, in his Autob[illegible]p[illegible], th[illegible] Governor Burnet, "hearing the captain say that a young man who was a passenger in his ship had a great number of books, begged him to bring me to his house." He adds:

> The governor treated me with great civility, showed me his library, which was a very considerable one, and we talked for some time upon books and authors.

The next year Franklin was in London and paid a bookseller there for the privilege of reading his books. He says: "Circulating librar[illegible] were not then in use." Returning to Philadelphia, he formed his Junto Club, consisting of ten persons beside himself, all of whom brought their books together for the benefit of all. But the result was not satisfactory, and at the end of the year each took his books home again. In 1731, however, Franklin induced fifty persons to contribute 50 sh[illegible]lings each, and to promise 10 shillings annually, for a library. T[illegible] reading room and the books were free to any "civil person," and if he deposited the value of a volume and added a small sum for its use he could take it home.

One of Franklin's associates in founding this first free and circulat[illegible] library in the world was Dr. Thomas Cadwalader, and he continued t[illegible]serve as one of its directors at intervals for nearly fifty years. During seven of these years, however, his home was at Trenton, and when the borough of that name was incorporated was made chief burgess or mayor. Before returning to Philadelphia, in 1750, he gave £500 for the establishment of a public library in Trenton. His name should be held in everlasting remembrance as the father of public libraries in New Jersey. His brother-in-law, William Morris, took a deep interest in this library, and wrote to Governor Belcher in its behalf.

March 20, 1752, the governor replied from Elizabethtown:

> I have not yet read over what you inclosed for the governor to do for the better establishment of our Trenton library, but you may depend I shall always be willing to do everything proper on my part for promoting and strengthening every scheme which may have a tendency to propagate religion and learning,-which will be of so great advantage to the present and future generations.[1]

This library is mentioned by Samuel Smith in the first history of New Jersey, written in 1765. It continued to flourish during the colonial period, and similar libraries became numerous, so that Franklin could say that they had "improved the general conversation of Americans, made the common tradesmen and farmers as intelligent as most gentlemen from other countries, and perhaps contributed in some degree to the stand so generally taken throughout the colonies in defense of their privileges."

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[1] In 1754 William Alexander (better known as Lord Stirling); William Livingston (afterwards governor of New Jersey); his relatives, Philip Livingston and Robert R. Livingston, with John Morin Scott and William Smith, the historian, "raised £600 to purchase books to lend to the people, which led to the establishment of the New York Society Library." (Duer's Life of William Alexander, Earl of Stirling, p. 7, note.)

In 1773 when John Ewing was in England, Dr. Johnson, in his characteristic style, affirmed that the Americans were as ignorant as they were rebellious, and said: "You never read; you have no books there." To which the eminent educator replied: "Pardon me; we have read the Rambler."

The fact is that at that time American booksellers sold freely the writings of Johnson, Burke, and Goldsmith. One Boston house numbered on its shelves 10,000 volumes, and several public and private libraries already existed. In December, 1776, the Trenton library was destroyed by the British, as was also the private library of the Rev. Dr. Spencer, of that city.[1]

A remnant of the Trenton library, however, probably escaped destruction, for Rensalaer Williams is mentioned as the librarian in 1781. But it was not until the first Monday in May, 1797, that a serious attempt was made to reorganize the Trenton library and put it upon a secure basis. On that day a meeting of the proprietors was held, the laws and regulations were amended, and directors appointed.[2]

In 1798 the laws and regulations, rules, names of proprietors, and a catalogue were printed. The annual fee was $1. The public were permitted to use the books on condition of depositing double their value as security for safe return and the payment of 1 shilling a week for folios and 6 pence for smaller books. The only folios were a History of Edward III of England and George Fox's Journal. The librarian was required to be in attendance on Wednesdays and Saturdays from 10 to 1 o'clock. There were sixty proprietors and the value of the shares was fixed by the directors. Of the 240 volumes 4 were quartos, 94 octavos, and 140 duodecimos.

The prosperity of the Trenton Library Company is shown by the catalogue printed in 1804. By this time the number of volumes had been increased to 700, and they were then classified, not according to size, but according to subject, in ten classes. It is interesting to note the proportion of volumes in these ten classes. There were in—

| | |
|---|---|
| Agriculture | 10 |
| Biography | 56 |
| Poetry | 37 |
| Geography, chronology, and history | 139 |
| Novels, romances, and tales | 105 |
| Philosophy and natural history | 28 |
| Polite literature, morals, and manners | 182 |
| Law and [illegible] | 44 |
| Travels, tours, campaigns, journals, and voyages | 68 |
| Miscellaneous | 22 |

[illegible] in the [illegible] Church in Trenton, and American Archives, [illegible] where under date of December 31, 1776 it is stated that the [illegible] beyond the power of language to express by [illegible] New York, an elegant public library at [illegible] which was [illegible]

[illegible] before 1776.

The selections were generally good and the books wer
of them are still in an excellent state of preservation.[1]

In December, 1831, 50 books were drawn from this li
December, 1832, 73; but in December, 1834, there were but 35;
after that the number gradually declined, the proprietors having most
died or moved away.

In 1855 the books were transferred to the Trenton Library Ass
tion, which had been organized in 1852. This association flourishe
for a time, but ultimately its books and those of the Library Company
with them passed into the custody of the Young Men's Christian
Association, which had also a library.

In March, 1879, these three collections were delivered into the care of the Woman's Christian Temperance Union, which now has on its shelves about 6,000 volumes, issued to the public on the payment of a small fee.

It may be well to mention in this connection other libraries which have risen, flourished, and fallen in Trenton. The Christian Circulating Library was established in 1811, the Apprentices' Library in 1821, the Constitutional Library Association in 1853, and the Washington Library a little later. The State Library at the Statehouse is chiefly, but not exclusively, a law library.

The normal school library is designed for the members of that institution. The Cadwalader Library is the first perfectly free library in Trenton. The establishment of such a library was decided upon in October, 1897, in the old Cadwalader House. It already has about 500 volumes. It exists for the convenience of those in that vicinity, with the intent of resolving it into a station of the free public library, which it is hoped will be established under our excellent library laws at no distant day.

The Burlington Library was organized in 1757, and has had a continuous existence from that day to this. Just now it is in process of arrangement according to modern methods in order to increase its efficiency.

The Mount Holly Library was organized in 1765, and is still performing its excellent mission, as is also the Woodbury Library, instituted in 1794.

The Union Library Company of New Brunswick was organized in 1796, and its history is very like that of the Trenton Library Company. Its books are now a part of the Free Public Library, which is blessing that community.

The first legislative act of New Jersey in behalf of public education was that of November 27, 1794, "To incorporate societies for the promotion of learning." November 11, 1799, this act was extended to

[1] They are in possession of the W. C. T. U., which, however, wishes to be relieved of them. The record of books issued from November 12, 1831, to April 25, 1855, is in my possession, as is also the record of transfers of stock from March 21, 1799, to June 4, 1835.

ıte also "as an incorporating act for all library companies that are or shall hereafter be formed in any of the counties of this State." ; a century ago libraries were put upon the same footing as schools ew Jersey.

ıt the first State in the Union to recognize the importance of pro- ıg free reading matter, as well as free schools, for the education of people of the State, was the State of New York. The suggestion made by De Witt Clinton in the governor's message of 1826. It repeated by Azariah C. Flagg and John A. Dix, superintendents ommon schools, in 1830 and 1833, and by Governor William L. ·y in 1838, in which year the legislature made the first appropria- for the purpose.

e wisest and best men in New Jersey heard, and believed, and avored to induce this State to act also. February 6, 1839, the ees for the support of free schools, in their first report, suggested there should be made "some provision for supplying every district ol with a small library, together with a few globes, maps, and other ar aids in the acquisition of knowledge."

their next report they said:

s much to be desired that in every district a small sum should be set apart every for the purchase of a library. The amount required for this purpose would e large, and it is impossible to calculate the good that might result from it, ·ularly in the more sequestered districts. There are large sections of the State ich there are no public libraries, and many neighborhoods, doubtless, where, the exception of the Bible, no books are to be found adapted to use and cal- ·d to convey useful information in a pleasing form.

ıey add that—

has lately been published in the State of New York, under the direction of the intendent of common schools, a series of books of this description, designed to a district library;

that—

ond series of books of the same description is also in course of publication.

ıey append a list of 50 books, selected from these series, which y be purchased for $20, including a neat bookca e."

ıe of the members of the legislative council in 1840 and 1841 was ıh M. Reeve, of Salem County. There can be little doubt but that ıs he who wrote from the township of Upper Alloway Creek in the letter before quoted (p. 157), expressing the earnest hope ıt our legislature will be induced to adopt some more efficient mode struction." Entertaining these views, he lent his influence and his to every measure calculated to further the intelligence and virtue e people. Among these was the proposition to establish school ıet libraries. A letter on the subject, addressed to Richard S. Field Villiam P. Page, was printed and furnished to every member of egislature. Mr. Reeve's copy of this letter, carefully indorsed by

his own hand, is before me as I write, and a brief notice of him will be found below.[1]

Mr. Page's letter is dated "Brooklyn, Long Island, February 8, 1841." In it he writes:

These libraries are often called school or district school libraries, under the impression that they are intended to be placed in the common schools, to be used only by the children. But this is a mistake. They are not district school, but school district, libraries—that is, libraries for the equal benefit of all persons residing in the school districts; and it is this character of universality in their extension and use which gives to them such vast importance, and which, as I have already observed, may be considered as a new element in popular education.

They will not only form in our youth a love and habit of reading, but afford to all motives and means for self-instruction; and I am fully persuaded that this is the only way in which the great body of the American people can be so educated that they shall be in all respects worthy of their exalted privileges and fitted for the intelligent discharge of their civil and social duties. They must, in a word, be their own educators.

He quotes the testimony of an intelligent farmer who writes of the library:

It has given our children an increase of knowledge; it has fixed in them a habit of reading all the books that they can get; they have read our library over and over, until they have got the whole subject-matter of it in their minds; it has kept our boys at home in the evening; it has kept them out of much vice; it has improved their morals; it has given them a large step toward manhood. Our library is a very money-saving thing; it saves clothes. One scuffling boy will wear out as many clothes as two reading boys. The aged and the middle-aged have received a benefit from this library. On the whole, it is one of the best things that has ever been put within our reach. I have conversed with my neighbors on this subject. I find that they agree with me in every particular.

He adduces also the following passage from the recent message of Governor William H. Seward:

Henceforth no citizen who shall have improved the advantages offered by our common schools and the district libraries will be without some scientific knowledge of the earth, its physical condition and phenomena, the animals that inhabit it, the vegetables that clothe it with verdure, and the minerals under its surface, the physiology and the intellectual powers of man, the laws of mechanics and their practical uses, those of chemistry and their applications to the arts, the principles of moral and political economy, the history of nations, and especially that of our own country, the progress and triumph of the democratic principle in the governments on this continent, and the prospects of its ascendency throughout the world, the trials and faith, valor, and constancy of our ancestors, with all the inspiring examples of

[1] Josiah Miller Reeve was born March 13, 1791, and was educated at the red schoolhouse in Mannington, at the Friends' School in Westtown, Pa., and at the boarding school of Enoch Lewis in New Garden, Pa. In 1821 he bought the Oakland mills, on Alloway's Creek, and founded the well-known firm of Reeve & Bros., shipbuilders. A flourishing village grew up around the shipyard, and in 1857 his eldest daughter established a school for the better education of the children of the laborers in the shipyard and vicinity. When the first Salem County teachers' institute outside the city of Salem was held in Alloway, in 1858, he received more than a dozen of its officers and members into his hospitable home; and in this home he died, March 14, 1865.

olence, virtue, and patriotism exhibited in the lives of the benefactors of man-
Although many of our citizens may pass the district library, heedless of the
ires it contains, the unpretending volumes will find their way to the fireside,
ing knowledge, increasing domestic happiness, and promoting public virtue.

ese glowing anticipations were not realized, at least not directly—

st, because the unit (the district) was too small; second, the amount of money
ally raised in each district was insufficient; third, the number of volumes in
was too small to secure anything like public interest in the care, preservation
culation of the books.

t of the failure of this system the States which enacted laws for the encourage-
of the school district libraries learned from experience that additional legisla-
was necessary. Hence, many of the States subsequently passed statutes
ding for township libraries; that is, the town was made the unit, and local
ion became the means of support, in whole or in part, for these libraries.[1]

evertheless, the school district libraries have done, and, indeed, are
doing, a good work. They have been established in sixteen States,
have educated the people up to a desire for still better things.
was the effort entirely fruitless at that time in New Jersey. Here
there libraries were provided in schools by special effort.[2]
it the time was not yet ripe. The educational convention of 1853
recommended "an annual appropriation of $15 to each school
ict in the State for the purchase of district libraries, on condition
the district raise an equal amount for the same purpose." But
ing in this direction was accomplished until eighteen years later.

port of the Commissioner of Education for 1895–96, p. 524.

tober 15, 1850, George W. Vroom, town superintendent of Branchburg, in
rset County, wrote in the record book of the Cedar Grove School: "This is the
district in the township to set the example of a library in their school. I,
fore, say there is more energy and perseverance shown by the trustees and
oyers of this district than of any other in the township."

building up of the library of the Harlan district school (see p. 144) in 1868 is
described by the teacher: "There was a bookcase built into each corner of the
end of the room. The school books differed entirely from those of the adja-
schools. The text-books in geography were very good, especially the illustra-
and the narrative form of the primary book; but some of the scholars and
parents thought them too hard, and they were discarded in favor of an ele-
ary work, with questions and answers to be memorized. These I was compelled
e in the class, but I bought the discarded books, put them into one of t
and offered to exchange the pupils by allowing them to use them as reading boo
[illegible] was from time to time increased by contributions
[illegible] from those of my friends as well as from the pupils and
[illegible] a topic in school a pupil would say, "We ha
[illegible] about that." In such cases he was requested to bri
[illegible] was read aloud, and the book then returned to the
[illegible] upon the shelves for future use. I do not think the
[illegible] five volumes in that library, but it was used daily
[illegible]

[illegible] of 1871, the school-district library was introduc
[illegible] included in it, notwithstanding the objections to f
[illegible] or to the community. (Letter from Mrs. Pi
[illegible] Iowa.

Not until 1871 came the hour and the man to accomplish this desired result. In that year the Hon. Nathaniel Niles, of Madison, became a member of the house of assembly and, the next year, its presiding officer. The school district library law was drawn by him and was passed chiefly through his influence. With only a slight verbal change, it exists to-day as when first drawn, and is as follows:

The treasurer of the State, upon the order of the State superintendent of education, is hereby authorized and directed to pay over the sum of $20 out of any money that may be in the public treasury, to every public school for which there shall have been raised by subscription or entertainment a like sum for the same purpose, to establish in such school a school library and to procure philosophical and chemical apparatus; and the further sum of $10 annually upon a like order to the said public school on condition that there shall have been raised by subscription or entertainment a like sum for such year for the purposes aforesaid.[1]

This law was calculated to conciliate and develop the good qualities of the people rather than to antagonize them. The imposition of a tax will sometimes be resisted even by those who would be willing to contribute voluntarily for the same purpose.

It is almost always possible to obtain $10 or $20 for a school library as a voluntary gift or through means of an entertainment by the school when it is known that the State stands ready to furnish an equal amount for this purpose.

The originator of this act gave much thought and time to the preparation of four lists of books suitable for libraries, with titles, names of publishers, and the low prices at which he had induced them to offer the books thus recommended. In preparing these lists he was greatly assisted by Miss Maria Nixon, a granddaughter of the late Governor Haines, who personally examined every book not already known to her. As a consequence of such efforts district school libraries now exist in more than two thirds of the public schoolhouses in New Jersey, and their number is still increasing.

In 1855 an act was passed putting Webster's Unabridged Dictionary into every public school in the State. In 1856 Lippincott's Gazetteer of the World was furnished in like manner. And on the completion of the geological survey of the State, "properly prepared copies of the final reports and maps of the results of the said survey" were provided for every public school. The appropriation for this is not yet exhausted.

Afterwards Arnold Guyot's map of the United States was also furnished to all public schools applying for it. All these have proved very useful, and the probability now is that in the not distant future the money appropriated for school libraries will be expended entirely for books of reference. Every school needs a reference library, and this need is more and more felt. The money appropriated for this purpose can lawfully be used also for the purchase of chemical and philosophical apparatus.

[1] General Statutes, p. 3034, section 110.

[illegible] the State superintendent was authorized and directed "to [illegible] in every public school of this State applying for the same one [illegible] set of apparatus to teach the metric system of weights and [illegible]." The appropriation for this purpose is exhausted, but [illegible] will probably be made whenever there is a general desire to [illegible] familiar with this newer and better system of weights and [illegible].

1890 an act was passed putting into all schools of the State a [illegible]nt of Smith's History of New Jersey, the first history of the State [illegible] written, printed at Burlington in 1765.[1]

1891 a law was enacted for the establishment in each county of a [illegible]ry of pedagogical books for the use of teachers in the public [illegible]ols. This was modeled after the law for school libraries. When- [illegible] in any county $100 is voluntarily contributed for a teachers' library [illegible] State gives another hundred for the foundation, and $50 annually [illegible]after for the increase of the library on condition of the voluntary [illegible]ribution of $50 for the same pu pose. There are already such ped- [illegible]gical libraries in existence in Bergen, Camden, Essex, Middlesex, [illegible]mouth, Morris, Salem, Somerset, and Sussex counties, and the [illegible]hers and officers of the schools are now giving special attention to [illegible]fostering of this movement.

[illegible]erintendents find no difficulty in raising the requisite funds, and library com- [illegible]es are consulting the best literary taste and ability available in the selection of [illegible]s. It is predicted by leading educators that this measure will do more toward [illegible]ting the teacher's vocation to the dignity of a profession than the combined [illegible]ments of many previous years.[2]

[illegible]is library is sometimes divided and parts of it are located tempo- [illegible]y in different parts of the county. These sections might be calle[illegible] [illegible]n libraries," or "traveling libraries."

1894 it was made the duty of each local board of education "[illegible] [illegible]ide text books and other necessary school supplies, and loan [illegible] [illegible] free to all the pupils." Under this law the plan of introdu[illegible] [illegible]ature into the reading classes, to take the place of reading b[illegible] [illegible] been tried with great success, and it will probably be adop[illegible] [illegible]y of the best schools. Where it has been tried "no one [illegible]m of returning to the reading book."

[illegible] Trenton t[illegible]ks are supplied in sets of 50 in a case. Principals may [illegible] [illegible] the list, and return it to the office at the end of three months, or be[illegible] [illegible]ishes a set of books in less than three months the set may be return[illegible] [illegible] the class has the privilege of reading as many sets of books as its [illegible]ermit.

[illegible]satisfa to[illegible] [illegible] story of New Jersey from the beginning until n[illegible] [illegible]eratio[illegible] [illegible] though two citizens of Trenton have each collected a va[illegible] [illegible]al for such a history.

[illegible]port of State Superintendent C. J. Baxter for the school year e[illegible]

[illegible] [illegible]gor[illegible] [illegible]ing principal, in the State superintend

March 20, 1895, it was enacted:

That it shall be lawful for the township committee or the b
other governing body of any township or village or borough in
by taxation any sum not exceeding $1,000 annually to aid public
reading rooms in any such municipality in this State, provided
assented to by a majority vote of the legal voters of any such mu
annual election.

The trustees of each library established under these lav
to make proper rules and regulations for the government of said li
erally to do all things necessary and proper for the establishment an
of the free public library.

Those who have accepted this trust are discharging it w
and zeal worthy of all commendation. Accepting the o
of humanity and the welfare of the State, they are adm
this end. They appoint librarians who have both ability
tion to promote the welfare of the community.

Of late years it has come to be understood that books are design
*to be read*, and it is the chief object of the trustees and librarian
secure the realization of this design. All else is subservient ther
Under proper restrictions those who use the library have now imm
diate access to the shelves, and not only tables and seats but also pa
and pencil or pen and ink are furnished. The consequence is tha
though New Jersey has as yet only fourteen libraries entirely free
the public, there were issued from these libraries for home use durin
the year ending April 1, 1896, 1,160,220 volumes. Besides this, books
were issued for use in the library to the number of 47,806.

There has been a steady increase in the number of readers since 1890. In 1891 the books drawn from New Jersey libraries were 44 to each hundred of the population. In 1896 there were 49 to the hundred.[1]

It may be considered settled that free public libraries are an important part of the system of public education, both of adults and of children. Wherever a free public library exists, there children also can be seen flocking to it after school hours to read upon the subjects of their lessons or other topics.

The Free Public Library of New Brunswick, a city of about 20,000 inhabitants, with about 15,000 volumes in the library, may be taken as an average specimen.

The use of the books for reference by school children, and by others studying special subjects, has largely increased in the past few years.

The rules provide that a person shall draw but one book in a day. Beyond enforcing this rule and aiding in the selection of books, the librarians have no power to control the issue of books, but they endeavor to cooperate with the proper authorities if so requested.

[1] For an exceedingly valuable statement respecting the public, society, and school libraries in the United States, see the Report of the Commissioner of Education for 1895–96, pp. 339–599 (issued separately, also).

The law requires that a tax of one-third of a mill on every dollar's worth of taxable property shall be levied by the tax authorities of every city which by a majority vote declares in favor of a free public library. This provision has worked admirably. It has secured a sufficient amount of money for the purpose. This makes it unnecessary for the friends of the libraries to do lobby work or to make any bargains of any kind with the boards of aldermen and the tax authorities.

The design was to form a perfect and distinct corporation, to tie it to the city and to the public school system, and yet not to place it under municipal authority, and to keep the library out of the play of party politics. This plan has succeeded. The mayor of the city has the appointment of five trustees originally, and thereafter one trustee every year, the term being five years, and his appointments are without revision. He himself is ex officio trustee, and so is the superintendent of public instruction. The free public libraries of New Jersey are a part of the educational system of the State. They are not boards or commissions, but independent and distinct corporations, with full powers to do all things necessary to carry out the intention of the library as the supplement to the school.

April 2, 1890, the privilege of establishing free public libraries was also granted by a similar law to all the minor municipalities of the State. This law provides:

That any town, township, or other municipality in this State be, and is hereby, authorized, in the manner hereinafter provided, to establish a free public library within its corporate limits.

That the provisions of this act shall remain inoperative in any town, township, or other municipality in this State until assented to by a majority of the legal voter thereof, voting on this act at any election at which the question of its adoption sh be submitted to a vote by direction of the legislative body of such town, towns or other municipality.

That if at such election aforesaid a majority of all the ballots cast shall be a free public library" it shall become the duty of the legislative body of said t township, or other municipality annually thereafter to appropriate and raise b in the same manner as other taxes are assessed, levied, and collected in said township, or other municipality a sum equal to one-third of a mill on ever of assessable property returned by the assessor of said town, township, municipality for the purposes of taxation therein.

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was admitted to the bar in New York and in New Jersey, and built up a practice in Paterson. As a member of the legislature, he was chairman o mittee on banks and insurance, was a member of the committee on the and had charge of the railway taxation measures. His altruism deve cally, he abandoned his law practice, studied divinity, and in 1886 be con and in 1887 a priest of the Protestant Episcopal Church in the Un While rector of a church in South Orange he became the principal foun president of the New Jersey Library Association. In 1891, to the gr the friends of public libraries in New Jersey, he accepted a call to be St. John's Church in Detroit, Mich., the duties of which office he stil 1892 the degree of S. T. D. was conferred upon him by Hobart Coll published a volume of sermons on "Civic Christianity."

To this end it holds meetings, and by public addresses, by the public press, by private correspondence, and in every practicable way endeavors to direct attention to this matter. Messrs. William R. Weeks, E. C. Richardson, and John B. Thompson, members of a committee of this association, were in attendance upon the legislature during the session of 1896 and succeeded in securing the passage of a bill to establish a library commission, the members of which should serve without compensation, in order to secure for all our citizens advantages like those which have resulted from the work of such commissions in New England, Ohio, Wisconsin, and elsewhere; but the governor refused to sign the bill. The next year the women's clubs of the State induced him to recommend, however, an appropriation of $3,500 to inaugurate and one of $1,000 annually to maintain and extend "traveling libraries" in New Jersey. The legislature passed a bill to this effect and Governor Voorhees signed it; but no appropriation was made to carry it into effect. The women's clubs, nevertheless, persevered in their endeavors, establishing a few traveling libraries by private effort and demonstrating the importance of the movement so successfully that at the next session of the legislature an appropriation was made which will allow the law to go into effect in the autumn of 1899. Its administration is put into the hands of the commissioners of the State Library; and it is hoped that they will make that library a center for the diffusion of information and the awakening of interest in the establishment of free libraries throughout the State, thus accomplishing the beneficent work done elsewhere (save in the State of New York) by library commissions.[1] Our intelligent people are beginning to understand that a library is as important as a school, that the taste for good reading is the true door to culture, and that if a young person really acquires a taste for good reading he will surely attain to a degree of culture which no school can give.

Plutarch tells us that the fair fabric of justice raised by Numa passed away rapidly because it was not founded upon education. Recent social and political events are convincing thoughtful people everywhere of the need of industrial, intellectual and ethical culture

as I had been one of the founders of the New Jersey State Teachers' Association. The charter members were: Emma L. Adams, Mrs. R. W. Barber, Mrs. T. A. Bell, Minnie Blackwell, Nettie Chamberlain, Miss H. H. Crane, Mrs. G. B. Cunningham, Mary S. Cutler, Mrs. J. B. Esterly, Prof. B. C. Gregory, J. T. Hatfield, Alfred C. Hertzog, Frank P. Hill, Mrs. E. M. Hunt, B. B. Hutchinson, Mary C. Johnston, Charlotte Juhre, Miss Koester, Alfred S. Marshall, William B. Morningstern, Martha F. Nelson, Nathaniel Niles, Mrs. E. S. Orr, Belmont Perry, Rev. Wm. Prall, Cornelia Prior, Prof. E. C. Richardson, Prof. A. J. Rider, Grace H. See, Josephine Stansbury, Morris H. Stratton, John Bodine Thompson, Caroline M. Underhill, Irving S. Upson, Rachel A. Vogt, Wm. R. Weeks, George F. Winchester, Beatrice Winser, Mrs. George Wood.

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a child is found to be reading more than he ought, in justice
dy, work, or exercise (and such complaints are sometimes
consultation with the head librarian is requested.
re issued for home use to all persons of 10 years of age and
their agreement, with guarantee, to return them in good
or pay for them if lost.
ding room contains 58 periodicals, for use in the building only.
azines circulated are in constant demand.[1]
of the library by children has largely increased. The books
furnished them have been carefully selected, and include
travel, history, biography, and elementary books of science,
to story books. The children's lists are selected from the
ary and contain whatever, in the judgment of the librarian,
young readers and will arouse their interest in the things
need to know.
almost every afternoon and evening of the winter the chil-
m has been filled with a well-behaved company of girls and
ntly reading the books and magazines provided for them

ding rooms are open to all persons from 9 a. m. to 9 p. m. daily,
and four holidays excepted.
s of new books are placed at once on the bulletin board, and
n lists (subject and author), continuing the printed catalogue,
ntly made. The classified catalogue, with author list, is in

arian's report shows a circulation of 54,586 volumes for home
32,193 readers in the rooms. In 1892 the number of books
home use was 22,749 and the number of readers was 10,525
ase during five years, showing the appreciation of the priv
e library by the citizens, is most encouraging. The percei
ion and juvenile literature was 76 per cent; of fiction alor
t. Nonfiction cards have been used, 245 having been issu
cards, on which they are allowed several books, to be
before renewal, are also in use. The largest number of
on any one day was 431; the smallest was 68 (Deco
e daily average was 144.[2]
lern librarian and the modern teacher work together i
dren from their earliest age into the wonderful and beautiful boo
good, story, at [illegible] knowledge or science, time knowledge or
[illegible] dear and familiar to them in the i
within which [illegible] are formed.

w Jersey Library Association, organized Decembe
of Trenton, is devoting itself to making the Free
nd as effective as the free school.[4]

---

[1] 1894.
[2] 1897.
[illegible] of the Buffalo Free Library.
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oth children and adults. Statesmen and philosophers are begin- to see clearly that a free republic can be perpetuated only by ation in all these particulars, and that this education must con- all lifelong. But it can be made continuous and general only by libraries, and these easy of access.

perience has shown that many people who will not go far out of the way to e books for home reading will use a library if its books can be brought c n- ntly near to them. The reader needs stimulating, and in order to reach him wns covering large areas or having distinct centers of population several prising libraries have established branches or delivery stations at points suffi- y accessible to overcome this natural inertia inherent in the general reader.[1]

tober 31, 1891, the Jersey City Free Public Library opened seven delivery stations and soon increased them to eleven, located from 4 miles from the library. At the World's Library Congress in ago, in 1893, Mr. George Watson Cole, the superintendent, said:

lections are made in the morning and deliveries in the afternoon of the same y a hired delivery wagon. About $2,000 a year is now paid for transportation. tation keepers are paid one-third of a cent for each volume or borrower's card ned to the library. The total circulation for the year ending November 30, was 172,225 volumes, or 49.9 per cent of the total circulation for home reading.

us the circulation was practically doubled by the use of delivery ons.

e Newark Free Public Library has seven outstations. The last rt covers the period from December 1, 1895, to December 31, 1896, een months. During this period "the circulation of books through lelivery stations continued to increase month by month. The daily age was 216, against 200 in 1895."

r. Frank P. Hill, the librarian (who, since the departure of Dr. l, is foremost in the movement for free libraries), proposes to make of the 48 city schools a station under the care of the principal, ishing to each school a library of 50 volumes, from time to time. ays:

h library would be kept by itself in a case containing, besides the books, an understood charging system. In a word, these would be traveling libraries r to those in use in the New York State Library, for the recommendation is [illegible] would be sent to a school and retained there for a given time, say [illegible] transferred to another school, and at the expiration of [illegible] school, and so on, thus giving each school a chance at several [illegible] year.

[illegible] Public Librarian of Jersey City.

[illegible] States Commissioner of Education for 1892-93. Vol.

[illegible] In this passage the example of the State of New Y [illegible] ers since the experiment was begun there, and now [illegible] are sent out under proper restrictions to any p [illegible] properly cared for and duly returned. After t [illegible] little more than two years, and 140 of these tr [illegible] the records showed that 10,000 people had re

This recommendation has been adopted, and such traveling libraries, I believe, furnished to each of the schools, and also to the firemen at their places of rendezvous. The example thus set will doubtless be followed also by other municipalities throughout the State.

Free public libraries have already been established in Paterson, Jersey City, Newark, New Brunswick, Bayonne, Hoboken, Montclair, Orange, South Orange, Passaic, Bloomfield, Elizabeth, Woodbury, and Asbury Park, and Trenton is now moving in the same direction. It is believed that when the people of the State generally know that every city, town, and township may have such a library many of them will be glad to avail themselves of the privileges proffered under our excellent laws.

Because of its peculiar situation between the great cities of New York and Philadelphia, New Jersey has in its cities also a large tenement population, for which the law of self-preservation will compel us to provide proper means of education. And this education must begin at the earliest age. Boston, Albany, and Chicago have set us the example of providing for such "children's home libraries;" and there is no doubt but that here, as elsewhere, there will be found men and women glad to use their means for such beneficent purpose when once we have a State library commission disseminating information and directing the administration of so beneficent a trust.[1]

More and more everywhere men and women of wealth and culture are erecting and endowing buildings for libraries which will conduce to the welfare of their communities in which they are erected during all time to come.

In New Jersey, as elsewhere, the importance and necessity of the right kind of an education is more and more appreciated. More and more is it understood that human beings should be not merely crammed with a knowledge of facts, but that all their faculties must be really and harmoniously developed.

Skillful teachers and librarians no longer consider it their chief duty to pour information into minds not always receptive, but rather to stimulate and direct research, to quicken perception, and strengthen the power to reason. The design is worthy of intellectual and ethical

books thus furnished. The cards returned showed that in places where books were scarce, and the children, therefore, hungry for reading matter, one person had read 38 of them. Others had read, each, 32, 31, 27, 25, 24, etc.

The library commission of Massachusetts began its work five years ago. In that State there are 353 towns (or townships, as they are called in New Jersey). Of these only 24 are still without a free public library, and they contain less than 2 per cent of the population of the State.

The Wisconsin free library commission, established in 1895, has its office in the State capital, whence it sends out information and suggestions and furnishes counsel and aid to individuals and communities. Its last report shows a great increase in the number of both local and traveling libraries. It supervises the circulation of old magazines furnished for the purpose, and has, in one county, also a set of "traveling pictures."

ures. It contemplates what seems to be the truest ideal of teach-
ever shaped in thought, of teaching not as educating, but as the
ng of the young in the way of education, as starting them on a
se of self-culture which they will pursue to the end of their lives,
no willingness to turn back. The highest idea of education is
zed in the lifelong pursuit of it; and success is measured, not by
ittle portion of actual learning which is acquired in a brief period,
by the persisting strength of the impulse to know and to think,
to act aright, which is carried into all the duties of life.[1]

his is the goal toward which our entire system of education in New
ey is now happily tending; and the progress it has already made
is direction can not otherwise than be a source of gratification and
faction to all privileged to help on the movement.

e ancient poet has told us of the Titan who, at infinite cost to
elf, first brought fire from heaven to earth, hiding it in a hollow
until by dint of rapid running he reached the habitations of men.
rateful recollection and humble imitation of so divine a deed, the
pas race was run. It was a relay race. Each athlete seized the
h from the hand of the runner who preceded him and rushed
ard with it through the darkness, braving all dangers. So the
light of truth goes ever forward, radiating brightness and bless-
and blessed and happy the light bearer as he runs dissipating
darkness with his torch, careless of all if at last he may give it
the hands of another good runner.

Enough, if something from our hands has power
To live, and act, and serve the future hour;
And if, as toward the silent tomb we go,
Through love, through hope, and faith's transcendent dower,
We feel that we are greater than we know.

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[1] J. N. Larned, late superintendent of the Buffalo Free Library.

in philosophy and theology; and this at many centers throughout western Europe. For the study of these problems no better preparation was found than the curriculum of the schools of Charlemagne, extended and developed to satisfy the demands of the new age. Less emphasis, indeed, was placed on classical culture and more value was attached to dialectics than in the days of Charles; for the great work now consciously before the mind of Europe was the organization and defense of the theology of the church and its correlation to fundamental truth.

As a result of this revival, in the twelfth and thirteenth centuries the universities of mediæval Europe appeared. They appear so suddenly and at so many points that it is difficult, in the rapidity of the movement, to note the several steps of their historical development. They appear, to mention only a few of them, at Salerno and Bologna in Italy, at Paris, at Cologne, and later at Oxford and Cambridge. They were substantially guilds of students, gathered to listen to the discourses of great lecturers on subjects either within the limits of the trivium and quadrivium or without those limits on subjects for which the study of the trivium and quadrivium had prepared them; or they were guilds of lecturers who attracted students. On the teachers who constituted the faculty of each of these universities was bestowed by the pope or the monarch the privilege of teaching, and this developed into the right to grant licenses to teach. The license soon became the master's degree (Magister Studentium), which is historically the first of the degrees in the liberal arts.[1] At these universities, owing to the necessities of the students, colleges were soon established. These were houses founded by the munificence of the benevolent for a specific number of scholars. They were founded to provide food and lodging and personal instruction for their inmates, and to give to them a household government and religious direction which might hold them safe amid the temptations of a large and free community. So Oxford was established in the twelfth century and Cambridge a few years later. At the close of the century Oxford was the seat of a university, and early in the thirteenth century the University of Cambridge was organized with a chancellor as its chief officer. Around these universities grew up the colleges—as University and Baliol at Oxford, as Peterhouse and Pembroke at Cambridge—and the large and beneficent influence of both university and college on the life of England was soon and widely recognized.

The earliest colleges planted in America not only adopted the curriculum of the European universities and manifested their spirit in new

[1] A degree was a license to teach. It carried with it the jus docendi. Master, doctor, and professor were at first interchangeable words, designating one who had received a license. The bachelor was a student and apprentice. He could teach under the direction and supervision of a master, but not independently. Still he had taken a step (gradum) toward the mastership or doctorate, and so may be said to have attained a degree or been graduated.

gbert, archbishop of York, of which Aelbert became the master, in which Alcuin received his education; of which, also, Alcuin me first the assistant master, and afterwards the principal. It was tunate event for the western world that, just at the time when the bards were laying waste the cities of Italy, this liberal education d a home in the north of England; and it was quite as fortunate before the Danish invasion destroyed the institutions of learning ngland, the same curriculum was carried from England by Alcuin elf and, largely through his labors, organized into monastic and edral schools in Charles the Great's Kingdom of the Franks.

e interest of Charles in the education of his people was sincere profound; and he could have secured no one as his minister of edu- n better fitted than was Alcuin, by learning and ardor and indus- o organize a system of schools for the Kingdom. It is not too much y that the future of large and generous culture in western Europe never since the breaking up of the Western Empire appeared ater than it did when, at the close of the eighth century, Charle- ne was crowned in Rome as the successor of Constantine. But the death of Charles and the division of his Kingdom, the seculum urum may almost be said to have commenced. The power which been centralized in the Crown was dissipated throughout the Empire. e who had been the Emperor's administrative agents, representing as lords of the counties, became hereditary and almost independent reigns over their small domains. Instead of a strong monarch, a itude of feudal lords ruled western Europe. This dissipation of er was followed by disaster to some of the highest interests of soci- lt substituted for a large and imposing government a multitude nall and warring tyrannies. On nothing was its influence more strous than on the schools of the liberal arts which Charles and in had labored so hard to establish and endow. Everywhere the nto decay; and with their decay worship became more sensu religion more superstitious and less moral, until there appeared l ground for hope of a revival of learning, or of a reformatio gion, or of the reorganization of society.

et the institutions of modern civilization had not died. They n oak whose substance is in it when it casts its leaves. The ury, the century of the dark age, had not passed before the nan Empire in its second form was unified under Otho the ( the eleventh century had finished only half of its course w utions of religion began to be reformed and consolidate leadership of Hildebrand. These were the tokens and t ual movement which did not exhaust itself in the sphere ecclesiastical government. The energy of the new life manifest in the sphere of pure thought which it quicken educational institutions which it reformed or created.

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in philosophy and theology; and this at many centers throughout western Europe. For the study of these problems no better preparation was found than the curriculum of the schools of Charlemagne, extended and developed to satisfy the demands of the new age. Less emphasis, indeed, was placed on classical culture and more value was attached to dialectics than in the days of Charles; for the great work now consciously before the mind of Europe was the organization and defense of the theology of the church and its correlation to fundamental truth.

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itions, but are descended from them. Almost the youngest of the ges of Cambridge is Emmanuel, founded in 1584. From the begin- of its life it was the home of Puritanism.[1] Indeed, from the nning of the Puritan movement this was true of the university. re Emmanuel College existed, as Mr. Froude has said, "Cambridge, h had been the nursery of the reforms, retained their spirit. n Cambridge offended the government of Elizabeth it was by sympathy with Cartwright and the Puritans." This sympathy with tanism on the part of the university at the close of the sixteenth ury was most intense in Emmanuel. From Emmanuel came the of the founders of Harvard. In this way, just when Emmanuel ege had passed the first half century of its existence, Cambridge ersity became the mother of the oldest of the American universi- Thus, both because of intellectual and religious sympathy and he mode of a visible historical descent, the spirit of the institution h had long existed on the banks of the Cam in England was odied in the new institution of learning established on the banks e Charles in New England. So strong was the sense of their btedness to the university in the mother country and so intense the feeling of historical relationship, that the founders of Harvard ged the name of the village in which the new college was given a e from Newtown to Cambridge. The college soon justified the hopes s founders—the hopes especially of that "reverend and godly r of learning" John Harvard, who endowed it with one-half of his e property and from whom it obtained its name.

xty-five years later Harvard College became, in turn, the mother nother college. For just as Harvard traces its origin to graduates mmanuel, Yale traces its beginnings to the Rev. James Pierpont, rvard graduate of the class of 1681, and the Rev. Abraham Pier- a Harvard graduate of the class of 1668. The governor of Massa etts, Earl Bellamont, when addressing the general court of the pro in 1699, made this remark: "It is a very great advantage you h e other provinces, that your youth are not put to travel for lear have the muses at their doors." It was not only the disadva stance which the establishment of Harvard College overcame disadvantage also which the nonconforming subjects of in at that time suffered, of inability, because nonconform the advantages of the English universities. Still, distanc thought a disadvantage in Connecticut. At the close of the n century the population of the New England colonies h

[1] [illegible] to origin to the same movement of thought which [illegible] the ideas which found expression on the coast [illegible] in Sir Walter Mildmay's new college at C [illegible] to be a stronghold of the Puritan party [illegible] stubborn and determined war for the poss [illegible] Mandell Creighton, Record of Harvard Unive [illegible]

to 100,000; and already, in the colony of Connecticut, with a population of 15,000, the need of an institution of liberal learning was deeply felt. Like the founders of the college at Cambridge, Mass., those most active in founding Yale College were ministers of the gospel, the most of them graduates of Harvard. In Dexter's historical sketch of Yale University, he says that—

tradition describes a meeting of a few Connecticut pastors at Branford, the next town east of New Haven, about the last of September, 1701, and implies that, to constitute a company of founders, those then met gave (or, probably, for themselves and in the name of their most active associates, agreed to give) a collection of books as the foundation for a college in the colony.

The college charter clearly indicates that the end intended to be secured by the establishment of Yale was that which had led to the founding of Harvard and the universities from which it was descended. Full liberty and privileges were granted to the undertakers "for the founding, suitably endowing, and ordering a collegiate school within His Majesty's colonies of Connecticut wherein youth may be instructed in the arts and sciences, who, through the blessing of Almighty God, may be fitted for public employment in the church and civil state." During the same year, 1701, the trustees under the charter held their first meeting, and Yale College began its great and beneficent career.

Harvard and Yale, with the Virginia college of William and Mary, the last founded by a royal charter in 1693, were the only institutions of higher learning in the colonies at the commencement of the eighteenth century. In important respects they were alike in origin and aim. Each of them arose among a homogeneous people. Each was the college of a people compacted by common religious beliefs and common modes of worship, by common social customs and ideals. Each was the college of but a single colony, separated from the other colonies by distance, by its special government, and not seldom by conflicting interests. Each was a college born of the needs of the religious communion which was united with the state; and, what it is specially important to notice, each was born at a time when the colonies stood separate from one another, each colony valuing most highly what was distinctive in its constitution, and conscious only of a loose union with the other colonies through the common government across the sea. Each came into existence years before the colonists began to realize their unity as Americans and to be conscious of their affection for a common country.

The conditions under which the fourth American college, the college at Princeton, was born gave to it in important respects a different character. It was not the college of an established church. It was not the college of a single colony. It was not the college of a people sprung from a single nationality. It sprang out of the life of a voluntary religious communion which had spread itself over several colonies, and which united a large portion of their people in common aims and activities;

it sprang into being at the time when Americans were beginning
conscious of their unity as Americans, and when the sentiment of
otism for a common country was beginning to energize in united
ical action. In this way, at its birth, this fourth American college
impressed upon it a national and American character which it has
r lost, which has largely determined its patronage and its policy,
which, during the war of independence and the period of constitu-
l construction following the war, enabled it to render great and
al services to the United States.

e middle colonies, unlike New England, were settled by peoples
ng differing creeds and sprung from several nationalities. When
and West Jersey were united in 1702, the province of New Jersey
ed by the union contained 15,000 souls. This population was mad
ainly of English Friends, of New England Puritans, and of Presb
ns from Scotland and Ireland. The settlers increased rapidly;
when, in 1738, the province sought an administration distinct fro
of New York, it contained not less than 40,000 people. The conque
ew York by the British had introduced into that city and the colo
hich it belonged a mixed population. The province of Pennsylv
organized by the liberal constitution called "The holy expe
," had opened its vast territory to English Friends, Germans of
rmed, Lutheran, and Anabaptist churches, and Presbyterians
north of Ireland. The wave of immigration from Presbyte
er, on touching the American shore, spread itself more widely t
other. Scotch-Irish Presbyterians were to be found in New Y
ew Jersey, in Pennsylvania, and in the southern colonies.
y allied themselves with each other and, in the middle co
the Puritan settlers from New England. This alliance be
Scotch-Irish and the New England Puritans gave to the Pre
Church, from the beginning, what may be called prope
rican as distinguished from a New England or Scotch-Irish
. The presbytery of Philadelphia, organized as early as
by seven ministers, represented at least four sources
nial population. In 1717 a synod was formed with the thr
ries of Long Island, Philadelphia, and Newcastle. This o
was the strongest bond between a large part of the growin
n in the three adjoining colonies. It united them in
ch. It brought together, often and at stated times, their r
rs. The Puritan clergymen of East Jersey, who were grad
and of Yale, and the Scotch-Irish ministers of Pennsylv
won their degrees at Glasgow or Edinburgh, met and co
ynod, and, after their return to their parishes, correspo
r advice on the welfare of their congregations, of the co
in which they lived, and of what they were beginning to call t
country. In these conversations and letters the need of
the rapidly multiplying churches and the need also o

leaders for the rapidly forming communities were often mentioned, for the reason that they were deeply felt. The conviction soon became strong and well-nigh unanimous that these needs could only be supplied by a college for the middle colonies.

### II. THE ORIGIN OF THE COLLEGE OF NEW JERSEY.

In presenting the origin of Princeton College, one can best begin by repeating the statement just made, namely, that during the first half of the eighteenth century by far the strongest bond uniting a large proportion of the population of southern New York, East and West Jersey, and the province of Pennsylvania was the organized Presbyterian Church. It constituted for these people a far stronger social tie than the common sovereignty of Great Britain, for this sovereignty was manifested in different forms in the different colonies; and except in Pennsylvania, where the proprietary's spirit of toleration had fair play, it neither deserved nor received the affection of the colonists. In an important sense the British rule was that of a foreign power. The New Englanders in East Jersey were settlers under a government in whose administration they had no share. Far from controlling, they could with difficulty influence the political action of the governor and his council. In southern New York the Dutch were restive under the English domination. In New York City and on Long Island the relations between the Scottish Presbyterians and New England Puritans on one hand, and the English Episcopalians on the other, were often severely strained; and it was only the latter to whom, on the whole, the King's representative was at all friendly. In Pennsylvania there were English Friends, Germans who had been invited by Penn to settle in the eastern counties of the province, and Scotch-Irish Presbyterians. The last-named immigrants landed at the port of Philadelphia in large numbers and took up farms in the rich valleys between the mountain ranges. From the "Irish settlement" at the union of the Delaware and the Lehigh, where the city of Easton now stands, to Harris Ferry, on the Susquehanna, now the capital of the State, there were many Presbyterian communities; and from these, in turn, moved new emigrations to the great valley, called the Cumberland Valley, north of the Potomac, and, south of that river, the Valley of Virginia.

These differing populations formed segregated communities in each of the colonies; and the affection felt by them for the common government of Great Britain being weak, the middle colonies were not held together by the feeling of a common national life. But a religious union, embracing a considerable number of settlers in each of the provinces, was rapidly growing; and this religious union was to exert an important and continually increasing influence both in unifying the colonies and in making America, and not a country across the sea, the object of the deepest patriotic affection. This religious union was the Presbyterian Church. The Presbyterians of the middle colonies and of Maryland and Virginia had secured a visible unity when, in 1705 or 1706,

pastors and churches were organized as a presbytery. Touching
haracter of this organization there has been a good deal of debate.
whether formed on the model of the English presbyterial association[1]
that of the more highly specialized Scotch presbytery, the pres-
ry of Philadelphia, as it was popularly called, furnished a means of
iation and of interchange of ideas among the English-speaking
ymen who were scattered along the Atlantic coast from Cape
les to Montauk Point. Into this new ecclesiastical organization
came the New England congregations of East Jersey. By 1720
Presbyterian Church was composed of German, Dutch, Scotch-Irish,
New England elements.

e rapid growth of the population, the need of new churches, and
opportunities offered to organize them impressed on the Presbyte-
ministers of that day the need of an increase in their own ranks.
rs might be depended upon to organize the material elements of
zation in the new communities; but, just as it was at an earlier
in New England, the duty of providing religious teachers for the
le was largely left to the ministers already at work. Francis
emie, the first Presbyterian minister to come from Ireland to
rica, gave expression to his anxiety on this subject in letters writ-
to Increase Mather, of Boston, and to correspondents in Ireland
London. In response to calls from the settlers some ministers
from New England and others from Ireland, but the supply was
rom being equal to the demand. As the churches multiplied, the
nal presbytery was divided into several presbyteries, and these
organized as a synod. And the members of the synod, becoming
distinctly conscious of their mission to their common country,
n to agitate the question of their independence, in respect to
sterial education, of both Great Britain and New England.

is agitation did not terminate in itself. A few ministers, unwilling
ait for ecclesiastical action, opened private schools, in which they
ht the liberal arts; and to the students thus prepared, who desired
come readers in divinity, they offered themselves as preceptors.
isely these steps in behalf of liberal education were taken by the
Presbyterian ministers of New Jersey who afterwards became the
two presidents of Princeton, Jonathan Dickinson of Elizabethtown,
Aaron Burr, of Newark. Still another Presbyterian minister, Wil-
Tennent, opened a private school destined to become far more
ental than the school of either Dickinson or Burr. This was the
College at the Forks of the Neshaminy.

Tennent was born in Ireland in 1673. We owe to the inves-
tions of Dr. Briggs our knowledge of the fact that he was graduated
University of Edinburgh, July 11, 1695.[2] He was admitted to dea-
orders in the church of Ireland by the bishop of Down in 170
two years later was ordained a priest. Though an Episcopali

[1] Briggs: American Presbyterianism, p. 139. [2] Ibid., p. 186.

he was related by blood to Ulster Presbyterians, and he married the daughter of Gilbert Kennedy, the Presbyterian pastor of Dundonald. His father-in-law had suffered during one of the persecutions of the noncomformists, and the story of his hardships may be responsible for Tennent's renunciation of the church of Ireland. At all events, "after having been in orders a number of years he became scrupulous of conforming to the terms imposed on the clergy of the establishment, and was deprived of his living, and there being no satisfactory prospect of usefulness at home, he came to America."[1] He landed at Philadelphia with his four sons in 1716. Two years later he applied for admission to the Synod of Philadelphia. The committee to whom his application was referred were satisfied with his credentials, with the testimony concerning him of some of the brethren connected with the synod, and with the material reasons he offered for "his dissenting from the established church in Ireland." These reasons were recorded in the synod's minutes, ad futuram rei memoriam, he was voted a minister of the Presbyterian Church, and "the moderator gave him a serious exhortation to continue steadfast in his holy profession." After laboring at East Chester and Bedford in New York, he removed in 1721 to Pennsylvania, and took charge of two congregations, Ben Salem and Smithfield, in the county of Bucks. Five years later he accepted a call to a congregation in the same county at a point afterwards called the Forks of the Neshaminy. Whether a church had been organized before his arrival can not now be positively determined. A house of worship was built about 1727. Here he lived for twenty years, during sixteen of which he was actively engaged as the pastor of the church. His personality is not well enough known to enable one to draw his portrait even in outline. Two things concerning him, however, are well known, his religious and missionary zeal and his exceptional attainments in classical learning. "While an orthodox creed and a decent external conduct," writes Archibald Alexander, "were the only points upon which inquiry was made when persons were admitted to the communion of the church and while it was very much a matter of course for all who had been baptized in infancy to be received into full communion at the proper age,"[2] this did not satisfy Mr. Tennent. The evangelical spirit which burned in the members of the Holy Club at Oxford inflamed the pastor of Neshaminy. He desired as communicants only the subjects of a conscious supernatural experience. When Whitefield first visited Philadelphia, Mr. Tennent called upon him at once and they soon became intimate friends. He admired Whitefield's oratory, and was in full sympathy with his methods as a revivalist. Whitefield cordially reciprocated Tennent's friendship. He found no one in the colonies in whose companionship he was more strengthened and comforted. He spent many days at the Forks of the Neshaminy, and it is to his journal that we are indebted for the best description of the log college.

[1] Webster. Hist. Pres. Church, p. 365. [2] Log College, p. 23.

illiam Tennent's deep sense of the value of a liberal education, esire to extend its benefits to his four sons, his determination to ve, so far as he might be able, the destitution of ministers in the ch with which he was connected, and his ambition to propagate wn views of preaching and of the religious life, led him, soon after ettlement at Neshaminy, to open a school of liberal learning and ivinity. His cousin, James Logan, secretary of the province of nsylvania, gave him for this purpose 50 acres on Neshaminy Creek. e he raised a log building as a study for his pupils. It was as ble as the cabin of reeds and stubble which Abelard built for him- at Nogent, and which was made famous by the flocking of students Paris to hear the words of the master. "The place where the g men study now," writes George Whitefield in his journal,

> contempt called the college. It is a log house, about 20 feet long, and near as broad; and to me it resembled the schools of the old prophets. For that their ations were mean, and that they sought not great things for themselves, is from that passage of Scripture wherein we are told that, at the feast of the of the prophets, one of them put on the pot, whilst the others went to fetch herbs out of the field. From this despised place seven or eight ministers of have lately been sent forth, more are almost ready to be sent, and a founda- s now being laid for the instruction of many others.

e annals of the log college are "the short and simple annals of the ." Its life was brief, and of those who studied there we possess omplete list. Most of the ministers of Pennsylvania, while they ably regarded it with fear, spoke of it with contempt. When nent died no one continued his work. The building has long since yed or been destroyed, and its site within the 50 acres is not ly known. But the work done by the log college was a great . Tennent convinced the Presbyterians of the middle colonies they need not and ought not to wait upon Great Britain and New land for an educated ministry; and through his pupils and the ls of his pupils he did more than any other man of his day roy customs which were as bonds to the church, and to teach h hren that evangelical feeling and missionary zeal were necessa lfill the mission of his communion in the growing colonies. " iam Tennent above all others is owing the prosperity and enla t of the Presbyterian Church."[1]

om this school were graduated the four sons of the elder Te not a few others who became eminent in the church; some connection with the early life of Princeton College, and, bef ge was founded, as founders of institutions like the one fro came. One of these was Samuel Blair, who established school at Fagg's Manor, or New Londonderry, where John wards the pastor of the Brick Church in New York Cit es, Princeton's fourth president, and William Mack es Senator from Pennsylvania, were educated. Indeed

[1] Webster, Hist. Pres. Church.

said that by nothing is the high character of the log college education more satisfactorily evidenced than by the attainments and efficiency of Samuel Blair and his brother John, upon both of whom Tennent had impressed his religious views and his zeal for the higher learning. No less distinguished than the Blairs was Samuel Finley, who succeeded Davies as president of Princeton College. That he was one of Tennent's students is not certain, but it is in the highest degree probable. Tennent's school was in existence when Finley came from Ireland to Philadelphia to continue his studies. There was no other school near at hand at which students for the ministry were educated. That his name does not appear in any list of Tennent's pupils is not proof that he did not attend the school, for no list pretending to be complete is in existence. He united with Tennent's presbytery and was licensed by it. When he became a pastor, he opened a school like the log college. And during all his life he supported the distinctive views which were associated with Tennent's name. What Samuel Blair did at Fagg's Manor in Pennsylvania, Samuel Finley did at Nottingham in Maryland. He founded a seminary for classical study and for the training of ministers. How important its career was is shown by the fact that "at one time there was a cluster of young men at the school who all were afterwards distinguished and some of them among the very first men in the country. Governor Martin, of North Carolina; Dr. Benjamin Rush, of Philadelphia, and his brother, Judge Jacob Rush, Ebenezer Hazard, esq., of Philadelphia; the Rev. James Waddel, D. D., of Virginia; the Rev. Dr. McWhorter, of Newark; Col. John Bayard, speaker of the house of representatives; Governor Henry, of Maryland, and the Rev. William M. Tennent, of Abington, Pa."[1] Less successful because of the temper of the principal was the school of another pupil, John Roan, of Derry.

The ministers educated in these schools soon showed themselves equal to positions in the colonies usually occupied by graduates of the Scottish universities or the New England colleges. And it was their success which led the synod to take action in 1739 looking to the establishment of a college for the whole church. In that year an overture for erecting a seminary of learning was presented to the synod.

> The synod unanimously approved the design of it, and in order to accomplish it did nominate Messrs. Pemberton, Dickinson, Cross, and Anderson, two of which, if they can be prevailed upon, to be sent to Europe to prosecute this affair with proper directions. And in order to do this it is appointed that the committee of the synod, with correspondents from every presbytery, meet in Philadelphia the third Wednesday of August next. And if it be found necessary that Mr. Pemberton should go to Boston pursuant to this design, it is ordered that the presbytery of New York supply his pulpit during his absence.[2]

Two of the committee, Messrs. Pemberton and Dickinson, were natives of New England; Pemberton was graduated at Harvard and

[1] Log College, pp. 305, 306.
[2] Records of the Presbyterian Church.

inson at Yale. Dr. Anderson was from Scotland and Mr. Cross from Ireland. The committee at once entered upon its duties, but eriod did not favor the prosecution of the scheme. "While the nittee concluded upon calling the whole synod together for the ose of prosecuting the overture respecting a seminary of learning, the war breaking out between England and Spain, the calling of synod was omitted and the whole affair laid aside for that time."[1] was the last legislative action taken upon the subject by the ed church. Had the synod founded a college, it is not probable Princeton would have been selected as its site; and had Princeton selected, the institution, by its official relation to the church, ld have had a character and career very different from those of the ege of New Jersey.

it a conflict now began within the synod which led to its division 42. The conflict and the resulting division were due to the activ- f two parties holding opposing opinions as to the value of vivid ious experiences and of preaching designed immediately to call religious confession, and as to the learning requisite for admission e ministry. On the one hand was the party of the log college. A ber of its graduates and friends had been erected into the presby- of New Brunswick. This presbytery had licensed John Rowland, ident of the log college, and had intruded him within the bounds e presbytery of Philadelphia, in violation of a rule of the synod, he synod had taken action that no candidate for the ministry hav- only a private education should be licensed by any presbytery l such candidate's learning had been passed upon by a committee inted for that purpose. The synod adopted a resolution which acterized the presbytery's conduct as disorderly, and admonished presbytery to avoid "such divisive courses" in the future. More- , the synod refused to recognize Rowland as a minister, and red him to submit to the examinations for those who had only a ate education. The members of the presbytery of New Brunswick intensely indignant. They asserted that the synod's actio cted seriously upon the character of the training received at t college; that it showed the synod to be absolutely blind to gous needs of the growing colonies; that it was an undese ike administered to the man who, more intelligently and fait any other minister of the church, had labored and sacrific interest of classical and theological education, and that it b the synod's willful opposition to vital religion. The y, to which a majority of the synod belonged, was recruited the Scotch Irish clergy of Pennsylvania. Between t es stood the presbytery of New York, led by Dickinson on. What the members of New York presbytery could of pacification they did. But the conflict from its begi

[1] Records of the Presbyterian Church, Minutes, 1740.

too bitter to be composed, and it was made more bitter by the visit to America of George Whitefield and the participation of the log college and New Brunswick men in Whitefield's revival measures. A division of the synod was inevitable. It took place in 1742. The presbytery of New York, though separating in that year from the synod of Philadelphia, did not at once unite with the presbytery of New Brunswick. But negotiations for such a union were soon begun. In 1745 the union was effected, and the synod of New York, formed by the union of the presbyteries of New York, New Brunswick, and Newcastle, the latter made up wholly of Log College men, was constituted.

This synod of New York, it will be observed, was a union of the New England clergymen and of those who were immediately connected with the college on the Neshaminy or who sympathized with the aims and measures of its founder. During the three years intervening between the division of the church and the formation of the new synod of New York, many conferences were held and letters written on the subject of a college. Owing to this schism it was impossible for those now connected with the synod of New York to take part in founding that "seminary of learning" which in 1739 the undivided synod had determined to organize. The adoption of the log college as the college of the synod was not favorably regarded for several reasons. It was too far from New York; it was within the limits of the other synod; its plan was too narrow; and, besides, the elder Tennent died the very year of the organization of the New York synod. The work of the log college was over. Moreover, large-minded leaders like Dickinson and Burr wanted a college organized on a plan far larger than that of the Neshaminy school. Nor were they at all disposed to wait for synodical action. The character of the clerical promoters of the College of New Jersey, their training, and their actual behavior make it not only credible, but in the highest degree probable, that if a college subject to the supervision of a church judicatory was ever before their minds, it was thought of only to be rejected. To quote the words of Dr. Maclean, the historian of the college, they "most probably neither sought nor desired the assistance of the synod."

Besides this underlying indisposition to invoke ecclesiastical action, there were special reasons at this time for not allowing the subject to be brought before the synod for discussion. There were a few in the synod of New York who, hoping for a reunion of the divided church, might propose cooperation with the synod of Philadelphia in the support of the college which the latter synod was expecting to open at New London, in Pennsylvania. Gilbert Tennent's opposition to any large plan had to be anticipated, for he had always expressed a preference for private and local schools. And Samuel Blair, who was conducting successfully an academy at Faggs Manor, could scarcely be expected to favor any scheme which would end the work to which he had given his life. Considerations like these determined the clerical

of East and West Jersey for a period of ten years. The fact that Andrew Hamilton was a native of Scotland led him to look with favor, certainly with less opposition than that displayed by either Lord Cornbury or Governor Morris[1] on the rapid growth of the Presbyterian Church in the colonies. His son John, himself perhaps a native of New Jersey, shared these views and feelings. At all events, he granted the petition and signed the charter. This was the first college charter conferred in America by the independent action of a provincial governor. The charter of Harvard was the act of the legislature of Massachusetts; that of Yale the act of the legislature of Connecticut; that of William and Mary was granted immediately by those sovereigns. The precedent made by Acting Governor Hamilton was followed by other governors, and its propriety was never afterwards officially questioned. Indeed, it was never publicly questioned except in a newspaper controversy, in which only private and irresponsible opinions were expressed by writers who did not even sign their names.

The name of John Hamilton, therefore, should be given a conspicuous place in any list of the founders of Princeton University. He granted the first charter; he granted it against the precedent made by the governor whom he succeeded in the executive chair; and he granted it with alacrity, certainly without vexatious delay. What is more remarkable, at a time when Episcopalian governors were ill-disposed to grant to Presbyterians ecclesiastical or educational franchises, he—an Episcopalian—gave this charter to a board of trust composed wholly of members of the Presbyterian Church. Though the son of a governor, and acting as a royal governor, he made no demand that the government be given a substantive part in its administration; and though granting the franchise as governor of a single province, he gave it to a board of trustees in which four provinces were represented. For the times in which he lived, his conduct evinces exceptional large-mindedness. It appears to have proceeded from the conviction that a company of reputable gentlemen, of whatever Christian communion, and however widely their homes might be separated, who were willing to give their time, money, and labor to the founding and maintenance of a college of liberal learning for men of all classes of belief, must be worthy of the confidence and protection of the sovereign political power. It has already been shown that the projectors of the college impressed upon it an unsectarian character by declining to seek the aid

[1] Lord Cornbury and Governor Morris, though they were both opposed to nonconformists, were alike in nothing else. The latter on more than one occasion opposed vigorously the former's tyranny. Governor Morris was on the whole an admirable governor, and as to his opposition to the charter, Dr. Maclean makes the following remark: "In this matter the friends of the Church [of England] were in all probability no more unreasonable than the Dissenters themselves would have been had their respective conditions been reversed. It was reserved for those not connected with established churches to be liberal minded and regardful of the rights of others." (History of the College, Vol. I, p. 43.)

or to permit the oversight of the Presbyterian synod; and that nevertheless its control by Presbyterians representing four colonies made it of necessity an intercolonial institution. It is but just to the memory of John Hamilton to add, that legal effect was first given both to this religiously liberal proposal and to this national outlook by the signature of an acting royal governor who was a member of the Church of England.

Unfortunately, the first charter was not recorded; and it is on this account impossible to compare its precise language with that of the second. But the Pennsylvania Gazette of August 13, 1747, published an advertisement of the college, which contains the first charter's substance. In this advertisement it is stated that the charter named seven trustees, the four clerical founders, Jonathan Dickinson, Ebenezer Pemberton, John Pierson, and Aaron Burr, and the three lay founders, William Smith, Peter Van Brugh Livingston, and William Peartree Smith. To these original trustees was given full power to choose five others, who should exercise equal power and authority with themselves. The five chosen were the Rev. Richard Treat and four clerical representatives of the Log College interest: Samuel Blair, Gilbert Tennent, William Tennent, jr., and Samuel Finley. The charter constitutes the trustees a body corporate, with full power to act as such, and to convey their power to the successors whom they might elect. In the exercise of this power, however, no acts or ordinances for the government of the college could be passed repugnant to the laws of Great Britain, or of the province of New Jersey; and provision is distinctly made that no person shall be debarred of any of the privileges of the college on account of any speculative principles of religion; but "those of every religious profession have equal privilege and advantage of education in said college." The charter gives to the trustees and their successors the power to give any such degrees as are given in any of the universities or colleges in the realm of Great Britain.[1]

Whether in their respective preambles there was any difference between the first and second charters, no one knows, and it were idle to conjecture. So far as appears, the scope of the institution, its educational design, the methods appointed for fulfilling this design, the powers of the governing board, the degrees to be granted, and the entire framework of a college or university, as set forth in the second charter, were set forth in the first, with the same precision, in the same order, and in the same general language. The second charter was sought by the original trustees or suggested by the governor and agreed on by both, in order to increase the number of trustees, to intro-

[1] Reprinted in the Princeton College Bulletin, February, 1891. Mr. William Nelson, to whose studies of the early history of the province of New Jersey both the State and university are indebted, brought it to the notice of the faculty; but for him we should not now know the names of all the first trustees.

duce into the board representatives of the provincial government, to give to other religious communions a share in the administration, to secure the favor of civilians in Philadelphia, and to make the lay trustees equal in number to those who were clergymen. These statements indicate the only changes that were made. It was proposed to grant to four members of the council of New Jersey seats in the board ex officio. The proposal was rejected. What would have been the effect of its adoption no one can tell. It might have seriously interfered with the development of the college as an intercolonial or national college and reduced it to the rank of a local or provincial institution. But this is not at all certain; for a similar provision in the charter of Yale, as amended in 1792, did not prevent its growth into a great national university. It is not possible to say in whose minds the changes in the charter severally originated. We only know in a general way of the friendly correspondence and conference between the original trustees and the governor, and of the governor's expressed desire to give to the college a new and better charter.

In changing the constitution of a corporation, either the charter may be amended or a new charter may be granted. Why, in the case of the college, the latter method was adopted is not perfectly clear. It may be that this was regarded as the more convenient method, or that, even if not so convenient, it was thought either safer or more honorable, or both, to hold a charter from a royal governor than to hold one from a president of the council. Possibly some of the steps taken by the government in issuing the first charter were irregular, or possibly some of the steps necessary to be taken were omitted. Three facts are significant: No mention of the charter of 1746, so far as can now be ascertained, was made in the council's journal. In 1755 the first charter was attacked by a writer in the New York Gazette, and a reply by a friend of the college was published; but in this reply the first charter, far from being defended, is pronounced "probably invalid," and the tone of the note is one of felicitation that the legality of the college rests securely on the charter of 1748. In the same year the trustees presented an address to the governor who gave the second charter, and they welcomed him, not only as patron and benefactor, but as founder also.

These facts justify and almost compel the belief that the conviction was general that a cloud rested on the college's title to its franchises, which could be best removed by an absolutely new charter. But they do not warrant the statement that the first charter was impotent and void. It was actually operative until the new charter was granted; and, had it not been superseded, it would have continued operative until, challenged in the courts of the province, a decision had been rendered against it. Many of the official acts of governors and legislatures, if tested in the courts, would be held illegal, and some of them so illegal as to be invalid. But, never being challenged, they have

just as potent as if they had complied with every constitutional and. The first charter of the college, in its sphere, had certainly he potency which acts of the kind just described have in their res. Moreover, we have not at this late day knowledge enough of facts of the case to assert with confidence what, if the case had tried, the decision of the court would have been. And even if it l now be satisfactorily proved that, of the steps necessary to be n, enough were omitted to make it certain that the first charter ld have been adjudged illegal, it never was. On the other hand, as granted, it was announced, the college was advertised and ed on its basis, and it was called an "infant college," and one to adopted," by the very governor who granted the new charter. it even be supposed that Acting Governor Hamilton in granting the charter was guilty of unlawful usurpation of power. Louis XVIII rded Napoleon I as a usurper, and Charles II so regarded Oliver nwell. But neither the Bourbon nor the Stuart king held that the chises granted under the government of his predecessor were for reason null and void. Governor Belcher and his council, for rea- not known to us but satisfactory to themselves, granted a new ter instead of amending the old one; but that is no reason at all aking a position which would compel the removal of the name of athan Dickinson from the list of the presidents and the name of Hamilton from the list of the founders of the college.[1]

he vacancy in the office of governor was filled by the appointment 747 of Jonathan Belcher. Governor Belcher was a native of Massa- etts. His father, a man of large estate, had been a member of the incial council of that province. The son was graduated at Har- in 1699. Upon his graduation he visited Europe as a gentleman ortune, and spent six years in Great Britain and on the Continent. was received at the Court of Hanover, where he made the acquaint- of Sophia, the ancestress of those electors who became kings of land. On his return to Boston he became a merchant. In 1729 he appointed the agent in England of the colony of Massachusetts, in 1730 governor of the colony, an office he retained until 1741. ing his administration he was actively interested in Harvard Col- . He took advantage of the opportunities his position gave him to

[illegible] that a friend of the college expressed, in the New York [illegible] that the first charter was "probably invalid." But it can with [illegible] a devoted friend of the college expressed the fear that the [illegible] be successfully attacked on legal grounds. This was Samuel [illegible] fear "that they would find some flaw in the charter and [illegible] controlled his conduct when in London (Maclean's History of [illegible] Mere private opinions never determined the validity of [illegible] operative can be adjudged illegal or invalid only by [illegible] The first charter was operative, and the college [illegible] protection. To postdate the beginning of the college two [illegible] some private citizens thought or some students still thin [illegible] "probably invalid," would be unwarrantable.

promote what he believed to be its welfare. He was not only an alumnus, but as governor of the colony he was a member of the board of overseers. His influence seems to have been exerted to compose the difficulties between the two ecclesiastical parties which at that period were struggling for the control of the institution. He was a man of intellectual sympathies and religious character, and had been cultivated by travel. Such a man, coming to New Jersey as its chief executive, would be disposed to take a deep interest in the prosperity of the new seminary of learning. He would easily be interested in the project of the seven graduates of New England colleges who were among its sponsors.

Governor Belcher, soon after his arrival in New Jersey, in August, 1747, began to think and write about the college. As early as October of that year, having received from President Dickinson a catalogue of the institution, he wrote to the Rev. Mr. Pemberton, then pastor in New York, expressing the hope that the latter would come to Burlington and "lay something before the provincial assembly of New Jersey for the service of our infant college." Especially interesting is the governor's statement: "I say our infant college, because I have determined to adopt it for a child, and to do everything in my power to promote and establish so noble an undertaking." Indeed, he wrote no less than three letters about the college on the same day: That to Mr. Pemberton already quoted; one to Jonathan Dickinson, whose death, unknown to the governor, had occurred the day before, and one to Mr. William Peartree Smith, of New York, in which the phrase "our infant college" is repeated. A week earlier he had written a letter to his friend Mr. Walley, of Boston, in which, speaking of the college, he expressed the opinion that Princeton was the best situation for it, and added; "I believe that the trustees must have a new and better charter, which I will give to them." Indeed, until the second charter was granted, on September 13, 1748, no one seems to have shown a greater interest in the institution than the governor of the province. The details of the second charter were the subject of correspondence and of frequent conferences between himself and the original promoters. One important question discussed was the persons to be named as the board of trustees, the board to which the property of the college was to be intrusted and which was to possess plenary power in administration. The interests of religion were cared for by reappointing the clerical trustees under the first charter, except Jonathan Dickinson, who had died, and Samuel Finley, and by adding four others. All of the four were members of the synod of New York, except David Cowell, pastor of the church at Trenton. When the division of the church took place Mr. Cowell took the side of the synod of Philadelphia, but he was not a violent partisan. Indeed, he was always a warm friend of Samuel Davies, and did much afterwards to induce Davies to accept the presidency of the college. Three "log college" ministers—Gilbert Tennent, William Tennent, jr., and Samuel Blair—who were trustees under the

rst, are named in the second charter. The new clerical trustees wer
ll active pastors.

Governor Belcher desired to associate the institution closely with th
tate. For eleven years he had been governor of the colonies of Ne
lampshire and Massachusetts. He was always disposed strongly t
ssert the right of the State to a large place in all great projects hav
ıg in view the welfare of the people. It was this habit of assertin
is dignity and authority as governor that first led to unfriendly rel
ıtions between himself and the people of Massachusetts and finall
aused his dismissal, as it was the lavish expenditure of his privat
esources in the support of the dignity of his office during his offici
fe in his native province that seriously reduced his fortune. His c
espondence shows his belief in the high value of the services wh
s governor he could render to the new college, and it was quite
eeping with his views and previous conduct to propose that not o
ıe governor of the province, but several of his council, should
x officio members of the corporation. The last clause of this propo
ıet with strenuous and successful opposition. Whether the East J
ey and New York trustees under the first charter opposed it, it is
ossible positively to say. Whatever they may have thought of t
entlemen who composed the council as at that time constituted, it w
robably no part of their original design to give a place to the offic
lement, and they would no doubt have preferred to form no other c
ection with the State than that which binds every corporation to t
overnment which created it. The strongest opposition to the propo
give to the State any share in the administration came from t
rustees who represented the log college, and especially from Goverr
Belcher's intimate friend Gilbert Tennent, then the pastor of the S
nd Presbyterian Church of Philadelphia. Even the innocent provisi
ıat constituted the governor of the province ex officio president of t
oard of trustees was introduced against the earnest, indeed somewh
ndignant, remonstrance of Mr. Tennent. At last a compromise w
ade. The governor of the province was made ex officio the preside
f the board, and four members of the council were named as truste
ut the latter were not named as members of the council. They we
ppointed as eminent citizens of the province, and their names appe
the charter not as councillors but as individuals.

It is to the governor's interest in the college that we must attribu
[illegible] as incorporators of three eminent civilians of Phil
[illegible] The three laymen in the board under the first charter we
[illegible] of New York. These were retained, but Philadelphia w
[illegible] number. They were the Hon. John Kinsey, former
[illegible] and at this time chief justice of Pennsylvania; t
[illegible] Edward Shippen, judge of the court of common pleas, and M
[illegible] Hazard, an eminent private citizen. "In the preparation
[illegible] says Dr. Maclean, "Governor Belcher sought Chief Justi
[illegible] advice, and placed it in his hands for revision before submi

ting it to the attorney-general of New Jersey for his approval. In making these appointments Governor Belcher sought for the college not only the interest of the city of Philadelphia, but the interest also of its largest religious communion. Both Chief Justice Kinsey and Judge Shippen were members of the Society of Friends."

The charter which names these trustees recites, as the occasion of its grant, a petition presented by sundry of the subjects of the King, expressing their earnest desire that a college may be erected in the province of New Jersey, for the benefit of the said province and others, "wherein youth may be instructed in the learned languages and in the liberal arts and sciences," and that these petitioners have expressed their earnest desire that those of every religious denomination may have free and equal liberty and advantages of education in the said college, any different sentiments in religion notwithstanding. In the name of the King, therefore, it is granted that there be a college erected to be distinguished by the name of the College of New Jersey. The trustees are constituted a body politic, and after the provision is made that the governor and commander in chief of the province of New Jersey, for the time being, shall be a trustee, the original corporators are named. The charter was read in council on the 13th of September, having previously been examined by the attorney-general, and issued on the next day, the 14th of September, 1748.

Including the governor, there were 23 trustees. Of these 12 were ministers of the gospel, all of whom were liberally educated. Six of them were graduates of Yale, 3 were graduates of Harvard, and 3 received their training under the elder Tennent at the Log College. Of the lay trustees, Jonathan Belcher was graduated at Harvard, and William Smith, William Peartree Smith, and Peter Livingston at Yale. The four members belonging to the council of the province of New Jersey were John Reading, James Hude, Andrew Johnston, and Thomas Leonard. Andrew Johnston was elected treasurer. Three lay trustees were from New York and three were from Pennsylvania. Two of the trustees belonged to the Society of Friends and one was an Episcopalian. The governor was born of Puritan parents; in his younger manhood he was devout and active as a Puritan; later still he was thoroughly in sympathy with Whitefield and the Tennents, and in the last years of his life he was a member of the Presbyterian Church of Elizabethtown. The remaining trustees, whether laymen or ministers, were connected with the Presbyterian Church. The names of two that appear in the first charter do not appear in the second: The Rev. Jonathan Dickinson, who had died, and the Rev. Samuel Finley. Why the latter was not reappointed is not known. It is not necessary to suppose that a clergyman, who was afterwards elected president of the college, was at this time persona non grata to the governor, the council, his former colleagues, or the new trustees. It is more than probable that, not being strong, already burdened by the cares of both a parish and an academy in Maryland, and living at a long distance from the

ge, he felt himself unable to endure the fatigues of travel o[illegible]e roads to the necessarily frequent meetings of the board.

w boards of trust, having in view the purposes for which th[illegible] created, have been more wisely organized. In their severa[illegible] res its members were all men of standing. Many of them ha[illegible] ıdy shown more than ordinary ability, and some of them were [illegible] ent. In the persons of the trustees three of the middle colonies, two chief cities, three religious communions, commerce, the liberal ssions, and the royal government of the province in which the ge had its home were represented, and all who had a share in its inistration were united in the earnest purpose to make it worthy s franchises.

ıe charter of 1748 is to-day the charter of Princeton University. ıs been amended in but a few, and these not important, particulars. eful for his grant of the charter, the trustees in 1775 addressed ernor Belcher as not only the patron and benefactor of the college, its "founder." As has been shown, he was deeply solicitous for elfare, and as governor, citizen, and Christian rendered to it great conspicuous services. But the title "founder" applied to him ısively is not deserved, and in itself is not happy. It is certainly erited, if it is to be interpreted as excluding either his predecessor, ı Hamilton, or President Jonathan Dickinson, from sharing equally him the honor due to those who laid the foundations of the univer- After all, to speak of the "founder" of a university is to employ taphor. And it is not by a figure taken from among forms which no life, even though it be a noble and spacious building, that the acter and career of a university can be best exhibited. To obtain dequate symbol we must rise into the realm of life. It is scarcely ative to say that a university is not a mechanism, not even an tic achievement, but an organism. And this is true of Princeton. ring seed, whose high descent we can trace through Yale and Har- , through the Log College and Edinburgh, through Cambridge, ord, and Paris, back to Alcuin, and the school of Egbert at York, planted here wisely and with prayer. We shall better state the and shall more nearly credit each benefactor with the service he ered it we refuse to say: "These men or this man founded it;" shall say instead:

[illegible] watered it, men cherished and nourished it, and men threw [illegible] of the common and the statute law. All the while it grew [illegible] energizing idea which informed it. For the same reason [illegible] and became a mother of colleges. And year by year [illegible] they still are, were for the healing and the vigor of the

[illegible] CONSTITUTIONS IN THE EIGHTEENTH CENTURY.

[illegible] charter having been granted, the trustees took measures [illegible] of the college. In their announcement, made on the of February, 1747, they promised that it should be open to the

public in May. Neither its presiding officer nor the place where instruction would be given was named, but on the 27th of April they were able to say:

The trustees of the College of New Jersey have appointed the Rev. Jonathan Dickinson president of said college, which will be opened in the fourth week of May next, at Elizabethtown, at which time and place all persons suitably qualified may be admitted to an academic education.[1]

No records remain from which can be ascertained the number of students during this first session. In 1748, however, 6 students were granted the degree of bachelor. "It is morally certain," says Dr. Maclean, "that some, if not all of them, had been in training under the supervision and instruction of President Dickinson." One was Richard Stockton, afterwards a signer of the Declaration of Independence. Mr. Dickinson's work as president was very brief. It began in the fourth week of May, 1747. He died before the first week of the following October had closed. The man to whom, as much as to any single person, the college was indebted for its existence, for the high ideas which informed it, and for the cordial cooperation of the church and state in its establishment, was permitted only to launch it upon its career. We possess no account of the curriculum to which we can appeal in justification of the degree granted to these first graduates. Their title rests solely upon the fact that they had pursued with credit a course which Jonathan Dickinson and Aaron Burr esteemed adequate for the first degree in the liberal arts. President Dickinson was their principal instructor. He had the assistance of the Rev. Caleb Smith, a graduate of Yale, the pastor at Newark Mountains, and later one of the most useful trustees of the college.

Mr. Dickinson died October 7, 1747, and the following notice of his death and burial appeared on the 12th of the same month. Dr. Hatfield, the historian of Elizabeth, supposes it to have been written by the Rev. Ebenezer Pemberton, of New York, one of his associate founders:

On Wednesday morning last, about 4 o'clock, died here, of a pleuritic illness, the eminently learned and pious minister of the gospel and president of the College of New Jersey, the Rev. Mr. Jonathan Dickinson, in the sixtieth year of his age, who had been pastor of the First Presbyterian Church in this town for nearly forty years and was the glory and joy of it. In him conspicuously appeared those natural and acquired moral and spiritual endowments which constitute a truly excellent and valuable man, a good scholar, an eminent divine, and a serious, devout Christian. He was greatly adorned with the gifts and graces of the Heavenly Master, in the light whereof he appeared as a star of a superior brightness and influence in the orb of the church, which has sustained a great and unspeakable loss in his death. He was of uncommon and very extensive usefulness. He boldly appeared in the defense of the great and important truths of our most holy religion and the gospel doctrines of the free and sovereign grace of God. He was a zealous professor of godly practice and godly living, and a bright ornament to his profession. In times and cases of

[1] "At the time specified the first term of the College of New Jersey was opened at Mr. Dickinson's house, on the south side of the old Rahway road, directly west of Race street."—Hatfield's History of Elizabeth, p. 350.

difficulty he was a wise and able counselor. By his death our infant colle deprived of the benefit and advantage of his superior accomplishments, w afforded a favorable prospect of its future flourishing and prosperity unde inspection. His remains were decently interred here yesterday, when the Rev Pierson, of Woodbridge, preached his funeral sermon. As he lived desired of a never any person in these parts died more lamented. Our fathers, where are t and the prophets, do they live forever?

Mr. Dickinson was 58 years of age when he was elected presider the college. He was the most eminent minister of the Presbyte Church. Born in Massachusetts in 1688, and graduated at Yal 1706, he was not 21 when he became the minister of the churcl Elizabethtown.

It was a weighty charge to be laid on such youthful shoulders. A yet not too weighty, as the sequel proved. Quietly and diligently applied himself to his work, and his success presently appeared to It was not long before he took rank among the first in his professi

He united with the presbytery in 1716, and his church followed tl pastor the next year. As a member of the judicatories of the Pres terian Church he labored to unite its discordant elements, and the chief author of the adopting act of 1729, the synodical act wh made a national church of that communion possible, and which is s stantially its doctrinal basis to-day. As a pastor he was not o faithful and efficient in caring for the moral and spiritual life of people, but helpful every way. He read medicine and practiced he was an adviser in legal difficulties, and greatly aided his parishi ers in their strife before the courts for their homes when their tit were attacked by the East Jersey proprietors. He published treati in theology, apologetics, and church government. His sermons w regarded by his contemporaries as among the ablest preached in colonies; and his name was often associated with that of the el Edwards when the great theologians of the colonies were named. was deeply interested in religious work, and united with Mr. Pen ton, of New York, and Mr. Burr, of Newark, in promoting a mi to the red Indians. Long before 1746 he felt the necessity of a co nearer New Jersey than Harvard or Yale; and he did all in his p to supply the want, by correspondence, by conference, by agitati the synod, and by opening a classical and theological school i own house. He was a man of devout religious character and ea evangelical spirit. Though without sympathy with many of the i measures employed by Whitefield, he was on Whitefield's side, encour and defended him, and invited him into his pulpit. He was a m [illegible] presence, and serious but affable in his intercourse w[illegible] hard to name another American clergyman of his [illegible] and variously active, or whose activity was more [illegible] and beneficent. This was due, as far as it could be d

Hatfield's Elizabeth, p. 329.

any single quality, to a largeness of vision which enabled him to see both sides in a controversy and most of the factors in a practical problem. So far as his inner life has been revealed he seems to have been controlled by principle and impelled to action by high purposes. He was a man of calm temperament; and his gifts and attainments were made to yield the very best results to a resolute will. Yale may well be proud of him as an alumnus, and Princeton may well cherish the memory of the first as that of one of the greatest of her presidents.

Immediately upon the death of Dickinson the care of the college was intrusted to the Rev. Aaron Burr. The students were taken from Elizabethtown to Newark. It was fortunate that Burr was so near at hand. It is probable that the academy in Newark was still open. But whether it was or not, his conduct of that institution made it comparatively easy for him to take charge of the college. Its work went on without interruption; but no student was graduated until the second charter had been granted. To Burr belongs the honor of the organization of the curriculum of the college, its ceremonies, and its discipline. How deeply impressed he was by the dignity of a college appears clearly in the account of the first commencement,[1] held on the 9th of November, 1748, and of the inaugural address he then delivered. The State was represented by the governor and commander in chief of the province. The trustees under the new charter subscribed the oaths and declarations which the charter required, and elected Burr as president. This action was followed by the exercises of the commencement. The procession formed at the lodgings of the governor and moved to the place appointed for the public acts. The charter was read before the audience, who stood to hear it. In the afternoon the president of the college delivered a Latin oration on the value of liberal learning to the individual, to the church, and to the state. He unfolded the benefits conferred by the universities on Great Britain and congratulated his countrymen that as soon as the English planters of America had formed a civil state they wisely laid religion and learning at the foundation of their commonwealth, and always regarded them as the firmest pillars of the government. He referred with gratitude to the growing reputation of Harvard College in New Cambridge and Yale College in New Haven, which had sent forth many hundreds of learned men of various stations and characters in life who had proved the honor and ornament of their country. Most of the literati present, said Mr. Burr, looked

[1] The reporter of this commencement was one of the trustees, William Smith, who was a corporator under both charters. He was not only a graduate of Yale College, but his interest in the acts of the new institution, whose first commencement he has narrated, was due to the fact that he held the position of tutor in his alma mater for five years. He was one of the most prominent lawyers in the province of New York, a man of great influence in colonial politics, earnestly desirous of a union among the colonies, and a member of the congress held at Albany to secure a union between them. Upon his death the New York Gazette described him as a gentleman of great erudition, the most eloquent speaker in the province, and a zealous and inflexible friend to the cause of religion and liberty.

to the one or the other of these colleges as their alma mater. The sun of learning had now in its western movement begun to dawn upon the province of New Jersey. They were fortunate in having as their generous patron their most excellent governor, who, from his own acquaintance with academic studies, well knowing the importance of a learned education, and being justly sensible that in nothing he could more subserve to the honor and interest of His Majesty's government and to the real good and happiness of his subjects in New Jersey than by granting them the best means to render themselves a religious, wise, and knowing people, had, upon his happy accession to his government, made the erection of a college in this province for the instruction of youth in the liberal arts and sciences the immediate object of his attention and care. He spoke with gratitude of his excellency's friendship shown in the ample privileges granted in His Majesty's royal charter of the college; privileges, said Mr. Burr, the most ample possible consistent with the natural and religious rights of mankind. He spoke, in a tone not only of congratulation but of triumph, of the provision of the charter which grants free and equal liberty and advantages of education in the college, any different sentiments in religion notwithstanding, asserting that in this provision they saw the ax laid to the root of that anti-Christian bigotry which had in every age been the parent of persecution and the plague of mankind, and that by the tenor of the charter such bigotry could assume no place in the College of New Jersey. The disputations of the students followed. These were carried on in Latin. Six questions in philosophy and theology were debated. The reporter of the commencement names only one: "An libertas agendi secundum dictamina conscientiæ, in rebus mere religiosis, ab ulla potestate humana coerceri debeat?" Upon the conclusion of the disputations, the president presented the candidates to the trustees, asking whether it was their pleasure that they should be admitted to the degree of bachelor of the arts; and the degrees were bestowed. The degree of master, honoris causa, was accepted by the governor. An oration of welcome was then pronounced in Latin by Mr. Daniel Thane, one of the new bachelors. Like the discourse of the president, it was a eulogy of the liberal arts, in view of the benefits they yielded to mankind in private and in social life, and was concluded by an expression of the gratitude of the bachelors to his excellency, the governor, the trustees, and the president of the college. After the public exercises the trustees met, adopted the college seal, and enacted laws for the regulation of the students. "Thus," concludes the reporter, "the first appearance of a college in New Jersey, having given universal satisfaction, even the unlearned being pleased with the external solemnity and decorum which they saw, it is hoped that this infant college will meet with due encouragement from all public-spirited, generous minds; and that the lovers of mankind will wish it prosperity and contribute to its support." Princeton University may well congratulate itself on

the first public appearance of the college in its annual ceremony, on the stately and decorous observances, and the large-mindedness of the president's inaugural discourse.

The college laws passed by the trustees on the same day show the standard of admission to have been for the time a high one. No one could be admitted to the college who was not able to render Virgil and Cicero's orations into English, translate English into true and grammatical Latin, translate the Gospels into Latin or English, and give the grammatical construction of the words. The curriculum of the college was in harmony with its standard of admission. The Latin and Gree languages and mathematics were studied throughout the entire cours Physical science was represented by natural philosophy and astronomy. Logic was studied with text-book, and its practice was secured by discussions. Rhetoric was taught in the same way; and essays and declamations were required. Mental and moral philosophy were promin studies of the higher classes.

The loss of the minutes of the faculty makes it impossible to prese in detail the curriculum and the methods of instruction. But we ar fortunate in possessing letters of Joseph Shippen of Philadelphia, th son of Judge Edward Shippen, a trustee of the college, which give u a vivid picture of the life of a student. In 1750 he was a member c the freshman class. In a letter to his father, written in French, h says:

> But I must give you an account of my studies at the present time. At 7 in the morning we recite to the president lessons in the works of Xenophon in Greek, and 'n Watts' Ontology. The rest of the morning, until dinner time, we study Cicero De Oratore and the Hebrew grammar, and recite our lessons to Mr. Sherman, the college tutor. The remaining part of the day we spend in the study of Xenophon and ontology, to recite the next morning. And besides these things, we dispute once every week after the syllogistic method; and now and then we learn geography.

Two months later he requests his father to send him "Tully's Orations, which," he adds, "I shall have occasion to use immediately." In a letter of May 12, 1750, he says:

> I believe I shall not want any more books till I come to Philadelphia, when I can bring them with me, which will be Gordon's Geographical Grammar, and (it may be) Watts's Astronomy and a book or two of logic. We have to-day a lesson on the globes. As I have but little time but what I must employ in my studies, I can't enlarge, otherwise I would give you some account of our college, as to the constitution, method, and customs, but must leave that till I see you.

On the 1st of June he writes:

> I shall learn Horace in a little while; * * * but my time is filled up in studying Virgil, Greek Testament, and rhetoric, so that I have no time hardly to look over any French, or algebra, or any English book for my improvement. However, I shall accomplish it soon. * * * The president tells our class that we must go into logic this week, and I shall have occasion for Watts's Book of Logic.

The letters of young Shippen show clearly the studies of the freshman class. Watts's Astronomy is, in all probability, the volume

entitled The Knowledge of the Heavens and the Earth Made Easy; or, The First Principles of Geography and Astronomy Explained, an octavo published first in 1726, the sixth edition of which appeared in 1760. Its author was Isaac Watts, whose Imitations of the Psalms was already beginning to displace the version of Rouse in the Presbyterian churches. He was the author also of the book of logic which Shippen studied; and of this book Dr. Johnson has said: "It has been received into the universities, and therefore wants no private recommendation. If he owes part of it to Le Clerc, it must be considered that no man, who undertakes merely to methodize or illustrate a system, pretends to be its author." The text-book which in the correspondence is called Watts's Ontology is the same author's Essay on the Improvement of the Mind; or, Supplement to the Art of Logic. It had a wide circulation and a long life. It appeared first in 1741 as a single octavo volume, and when Shippen studied it at Princeton was in its third edition. As early as 1762 it was translated into the French, and published at Lausanne. Dr. Johnson not only acknowledges his own indebtedness to it, but adds, "Whoever has the care of instructing others may be charged with deficiency in his duty if this book is not commended." Isaac Watts was not a university man. The Independents of England, in his day, had to rely for their education on private academies. Few men of his age, however, had their powers so well in hand as he had his, and few men have employed their powers more usefully. His literary product is enormous in its bulk and wide in its range. His sympathy with youth made him an admirable composer of text-books. While England during the eighteenth century produced many writers of far greater attainments and endowments, it is questionable whether it produced any other so immediately and widely useful.

The sophomore class studied rhetoric, mathematics, natural philosophy and astronomy, and continued their classical reading. Astronomy was studied with the aid of a text-book and the orrery constructed by David Rittenhouse. The text-book in natural philosophy was a work in two volumes. Its author was Benjamin Martin, a learned optician, who appears to have been as prolific a writer as Isaac Watts, and whose works, in their day, were highly esteemed. No less than thirty-one of his works were published. His natural philosophy was entitled Philosophia Britannica, a New and Comprehensive System of the Newtonian Philosophy, Astronomy, and Geography, with Notes. He conducted a school, made optical instruments, invented a reflecting microscope, and enjoyed a high reputation as a maker of spectacles. He wrote on natural philosophy, on electricity, on the construction of globes, and on the elements of optics.

The study of the classics was continued until graduation. The seniors had a special course in ethics, using as a text-book Henry Groves's System of Moral Philosophy, in two volumes. As early as the

administration of President Burr, more time than was customary in colleges was devoted to the study of mathematics and natural science. Optional studies were pursued in these branches. In 1752 Shippen writes as follows: "The president has been instructing two or three of us in the calculation of eclipses." He also speaks of his studying, outside of the necessary exercises of the college, the theory of navigation.

While President Burr was organizing the curriculum the trustees were conferring and corresponding about the permanent location of the college. Newark was too near to New York City to satisfy the trustees residing in Pennsylvania. It was important, if the college was to retain the support of the communities represented in the board of trustees, that a place should be selected which would be reasonably convenient to both eastern Pennsylvania and New York. Proposals were made to two of the central towns of New Jersey. The trustees were fully aware of the pecuniary and social value of the college to any town in which it should be placed, and they were determined not to plant it among any people who were unwilling to compensate the institution for its presence. In September, 1750, they voted—

> that a proposal be made to the towns of Brunswick and Princeton to try what sum of money they could raise for the building of the college by the next meeting, that the trustees may be better able to judge in which of these places to fix the place of the college.

In the following May the trustees selected New Brunswick—

> Provided the citizens of the place secure to the college £1,000 in proclamation money, 10 acres for a college campus, and 200 acres of woodland not farther than 3 miles from the town.

Meanwhile the citizens of Princeton were active and anxious. They were ready with a proposition as to land for the building, and with promises of a subscription for its erection. The treasurer and another member of the board were directed to view the land at Princeton, and also that promised by the inhabitants of New Brunswick, and to report to the trustees in the following September. By September the views of the trustees concerning the respective advantages of the two towns had somewhat changed, and from this time until September, 1752, when it was voted that the college be fixed at Princeton, the latter place steadily increased in favor.

Princeton was almost on the line between the eastern and western divisions of New Jersey. Indeed, it lies between the lines made by the two surveyors, Keith and Lawrence. It is almost midway between New York and Philadelphia, and its one street was a part of the great thoroughfare between them. It stands upon the first highland west and north of the ocean; and this highland, though but a little more than 200 feet above the level of the sea, is the first of the foothills of the Appalachian Mountains. A settlement had been made as early certainly as 1696. Four of the seven families of settlers belonged to

the Society of Friends. They came from other parts of New Jersey. The three remaining families came from New England. These families—the Clarks, the Oldens, the Worths, the Horners, the Stocktons, the Fitzrandolphs, and the Leonards—"constituted the strength and sinew of the community, not only at the beginning, but long afterwards."

A few miles east of Princeton stands the village of Kingston. It is thought that Kingston derived its name from the fact that it stood upon the road called the King's Highway between New Brunswick on the Raritan and Trenton on the Delaware. If not settled before Princeton, it received its name earlier, and its designation suggested the name of the town in which the college was placed. It is not unlikely that it was called after William the Third of England by his title of prince, and that the name of the college building, Nassau Hall, was suggested to Governor Belcher by the name of the town in which it stood. The conditions insisted on by the trustees were all met by the people of Princeton. Mr. Sergeant, the treasurer, had already viewed the 10 acres of cleared land on which the college was to stand and the 200 acres of woodland. Final action was taken by the board in September, 1752. The terms of payment of the £1,000 proclamation money are set forth in the vote of that date. The trustees demanded that a deed of the land be executed by a certain date, or the privilege of having the college established at that place would be forfeited. Four and a half acres of ground were deeded to the college by Nathaniel Fitzrandolph, and the date of the execution of this deed may be regarded as the date of the college's location in the town where it now stands.

It was determined to proceed at once with the erection of two buildings—a college hall and a house for the president. It was voted that the college hall be built of brick, if good brick could be made at Princeton. Fortunately, at a subsequent meeting, the vote was rescinded, and stone was selected. The president's house, which was to have been built of wood, was built of brick. The exact site of the college on the land was selected by Samuel Hazard, and the plan in general was indicated by Dr. Shippen. Each of them acted in association with Mr. Robert Smith, the architect of the building. The ground was broken in July, 1754. Soon afterwards the corner stone was laid at the northwest corner of the cellar. The building was completed in 1757. It was 170 feet long and 54 feet wide. At the center it projected toward the front 4 feet and toward the rear 12 feet. What is now the cellar was then the basement. It had, as now, three stories and was surmounted by a cupola. Twice since its erection, in 1802 and 1855, the interior of the building has been destroyed by fire, but the honest workmanship of the first builders has enabled it to survive both desolations. Dr. Finley thus describes it:

It will accommodate about 147 students, computing three to a chamber. These are 20 feet square, leaving two large closets, with a window in each, for retirement. It has also an elegant hall of gentle workmanship, being a square of near 40 feet, with a neatly finished front gallery. Here is a small, though exceedingly good organ,

PRINCETON UNIVERSITY, NASSAU HALL.

which was obtained by a voluntary subscription, opposite to which and of the same height is erected a stage for the use of the students in their public exhibitions. It is also ornamented on one side with a portrait of his late majesty at full length, and on the other with a like picture (and above it the family arms neatly carved and gilt) of His Excellency Governor Belcher. The library, which is on the second floor, is a spacious room, furnished at present with 1,200 volumes, all of which have been gifts of the patrons and friends of the institution both in Europe and America. There is on the lower story a commodious dining hall, together with a large kitchen, steward's apartments, etc. The whole structure, which is of durable stone, having a neat cupola on its top, makes a handsome appearance and is esteemed to be the most convenient plan for the purposes of a college of any in North America.

Governor Belcher was not content simply to enjoy the position of official patron of the college. He gave to its interests his time. He commended it to his friends, encouraged the trustees in every way, and was one of its largest benefactors. It was appropriate that the trustees should, as they did, propose to name the new building after him. This honor the governor declined, and requested the trustees to call the building Nassau Hall, as "the name which expresses the honor we render in this remote part of the globe to the immortal memory of the glorious king, William the Third, who was a branch of the illustrious house of Nassau." The trustees recorded his letter, and ordered that "the said edifice be in all time to come called and known by the name of Nassau Hall." The college was removed to Princeton in the autumn of 1756. "In that year," says Mr. Randolph in his memoranda, "Aaron Burr, president, preached the first sermon and began the first school in Princeton College." The college opened with 70 students.

The erection of this building required a large addition to the funds of the college. The friends of the institution in the colonies, unable to meet the whole expense, sent to the mother country a commission to ask contributions. The governor wrote in behalf of the commission to his British friends. Two clergymen were found who were willing to act as solicitors. These were the Rev. Samuel Davies, of Virginia, and the Rev. Gilbert Tennent, of Philadelphia. It was necessary to their success that they secure the sanction of the synod of New York. The commendation of the synod was addressed to the general assembly of the Church of Scotland. It stated the importance of the college to the congregations under the care of the synod. It set forth the services which the college had already rendered in supplying educated and accomplished ministers for these churches. It certified that Mr. Tennent and Mr. Davies were appointed by both the trustees and the synod, and recommended them and their mission to the acceptance of the Church of Scotland. Davies and Tennent were well received by the Independent and the Presbyterian ministers of England. The Scottish general assembly heard their petition favorably, and even with enthusiasm, and appointed a committee to draw up an act of recommendation for a collection in the churches. This was the more gratifying because the synod of Philadelphia, or several of its members, had endeavored by correspondence to put stumbling blocks in the way

of their success, no doubt because of their desire to promote the interests of that synod's college. Tennent visited his native Ireland, and successfully brought the subject to the attention of the synod of Ulster.

"The mission of these gentlemen," says Dr. Maclean, "was successful beyond all expectation, and they obtained an amount of funds which enabled the trustees to proceed without further delay in the erection of their proposed college hall, and also of a house for the residence of the president and family."[1] Tennent and Davies received in London about £1,200, and from the west of England and from Ireland Tennent obtained £500. Davies collected in the provinces about £400. In addition to this, about £300 was contributed for funds for candidates for the ministry, and collections for the college were made in the churches in Scotland and Ireland by order of the general assembly of the Church of Scotland and of the synod of Ulster.

The college had now been in existence for eleven years. It had a permanent home in a favorable location, and was the possessor of the finest college hall in the country. Effective measures had been taken to heal the schism in the Presbyterian Church. The reunion of the two synods, which brought to the aid of the college and to its patronage a far larger number of friends than up to this time it had possessed, took place in 1758. But before the reunion two of its most important friends passed away. Governor Jonathan Belcher[2] died on Wednesday, the 31st of August. In less than a month his death was followed by that of President Aaron Burr. Governor Belcher's death was not unexpected. He was almost 76 years old, and for several years he had been a paralytic. But President Burr was only 41, and it had been hoped that the college, whose curriculum and discipline he had so wisely organized, would have the benefit of his wisdom for many years to come. Born in 1716, he was graduated at Yale in 1735, and was ordained at Newark in 1738. For nine years he was the pastor of the Presbyterian Church in that place, and conducted also a large Latin school. In 1747, on the death of Dickinson, he took charge of the college, and

[1] History of the College, Vol. I, p. 152.

[2] The administration of Governor Belcher in New Jersey was wise and able and of great advantage to the province, as well as to the college. Samuel Smith, the historian, and a contemporary, contrasts his career as governor of Massachusetts with his career as governor of New Jersey. In Massachusetts he "carried a high hand in the administration, disgusted men of influence, and at one time, putting a negative on several counselors, occasioned so many voices to unite in their applications against him that he was removed from his government." When he was appointed governor of New Jersey, "he was advanced in age, yet lively, diligent in his station and circumspect in his conduct, religious, generous, and affable. He affected splendor at least equal to his rank and fortune, but was a man of worth and honor. And though in his last years under great debility of body from a stroke of palsy, he bore up with firmness and resignation and went through the business of the government in the most difficult part of the late war with unremitting zeal in the duties of his office." No act of his administration, however, gave him greater satisfaction than his grant of the charter of 1748 to the college. From the day of its grant to his death he was among its most active, influential, and generous benefactors.

was reelected president under the new charter. The Rev. Caleb Smith delivered, by appointment of the trustees, a discourse commemorative of President Burr, in which he is presented as a peace-loving, studious, and industrious man of quick and large intelligence, and showing great wisdom and sagacity in the government and administration of the college, devout and earnest as a Christian, and as a preacher "he shone," says Mr. Smith, "like a star of the first magnitude." The following extract from the memorial discourse goes far in explaining the wide popularity he enjoyed and his conspicuous success as president:

He was a great friend to liberty, both civil and religious, and generously espoused this noble cause on every suitable occasion. As he abhorred tyranny in the state, so he detested persecution in the church, and all those anti-Christian methods which have been used by most prevailing parties, somehow or other, to enslave the consciences of their dissenting brethren. He was very far from indulging a party spirit and hated bigotry in all its odious shapes. His arms were open to a good man of any denomination, however he might in principle differ or in practice disagree as to what he himself, in the lesser matters of religion, judged to be preferable. He was no man for contention, and at a wide remove from a wrangling disputant; these bitter ingredients came not into the composition of his amiable character. His moderation was well known to all men that knew anything of him. A sweetness of temper, obliging courtesy, and mildness of behavior, added to an engaging candor of sentiment, spread a glory over his reputation, endeared his person to all his acquaintances, recommended his ministry and whole profession to mankind in general, and greatly contributed to his extensive usefulness.

Four days after the death of Burr the commencement of 1757 took place. It was the first commencement at Princeton. The graduating class numbered 22. Without any delay a successor was chosen. Seventeen out of the 20 trustees present at the meeting voted for the father-in-law of Burr, the Rev. Jonathan Edwards, of Stockbridge, Mass. It required no little pressure to induce Mr. Edwards to leave Stockbridge and his work among the Indians. It was the more difficult because his life there gave him the time and the seclusion needed for study and composition. To quote the language of the trustees, "he came only after repeated requests." An ecclesiastical council, in December, 1757, released him from his labors at Stockbridge. He reached Princeton and was qualified as president on the 16th of February, 1758. One week later he was inoculated for the smallpox and died on the 22d of March. He preached before the college, but did little teaching. We are told that—

he did nothing as president, unless it was to give out some questions in divinity to the senior class, to be answered before him; each one having opportunity to study and write what he thought proper upon them. When they came together to answer them, they found so much entertainment and profit by it, especially by the light and instruction Mr. Edwards communicated in what he said upon the questions, when they had delivered what they had to say, they spoke of it with the greatest satisfaction and wonder.[1]

We can easily understand how great a blow the death of this great man, almost immediately after his accession to the presidency, must

[1] Edwards's Works, Biographical Introduction.

have been to the college. But the fact that he had accepted the presidency position gave celebrity to the college, and, though he was not permitted to labor for it, the college has always derived great advantage from his illustrious name. "Probably no man," says Dr. Maclean, "ever connected with this institution has contributed so much to its reputation both at home and abroad.

Less than a month after the death of President Edwards, the trustees met for the election of his successor. They turned to a graduate of the elder college that had now given them three presidents, and invited the Rev. Mr. James Lockwood, of Weathersfield, Conn., to take the vacant place. Dr. Ashbel Green speaks of him as a man of great worth and high reputation. He declined the election as later he declined the election to the presidency of Yale College, after the resignation of Rector Clapp. Up to this time the prevailing influence had been that of the New England Presbyterians of East Jersey. The first three presidents were graduates of Yale; and when the fourth election was held another Yale graduate was chosen. The statement of Mr. Davies, however, that himself and another gentleman divided with Mr. Lockwood the votes of the trustees would seem to indicate that what may be called the New England element had to face formidable rivals in the board. It is not probable that the board was divided into parties; but it is not difficult to believe that the trustees from East Jersey, who owed so much to the two colleges of New England and who were in sympathy with their methods and aims, held that the college must for some time to come obtain its chief executive officer from among the graduates of Yale and Harvard. Two or three considerations, however, after Mr. Lockwood's declinature led a large majority of the board to look elsewhere. The now disbanded log college, whose friends had united with the College of New Jersey in the support of the latter institution, had as yet been given no representative in the executive office; the patronage of the college was more and more found in the middle and southern colonies; and the Presbyterian Church was developing rapidly a distinctive and influential ecclesiastical life. Meanwhile two Presbyterian ministers, one of whom was graduated at the school of a son of the log college, and the other probably a graduate of the log college itself, had discovered gifts which seemed to their friends to fit them for the presidential office. Both were prominent ministers of the church. One was eminent as a sacred orator, the other as a classical scholar and teacher. One of them lived in Virginia and the other in Maryland, two colonies to which the college was looking for students. When Mr. Lockwood declined, the board's attention was fixed exclusively upon these two men, the Rev. Samuel Davies and the Rev. Samuel Finley. The choice fell upon Mr. Davies. He was chosen at a meeting held the 16th of August, 1758. At first he declined absolutely, partly because of the unwillingness of the Virginia Presbyterians to give him up to the college, and partly because he believed

that Mr. Finley would make the better president. But opposition to Finley developed in the board, and a way was found for the release of Davies from his Virginia parish. A meeting of the trustees was held in May, 1759, when he was again elected. He began his administration on the 26th of the following July.

The new president was the most eloquent preacher in his communion. One of the historians of the Presbyterian Church,[1] does not hesitate to call him "next to Whitefield, the most eloquent preacher of his age." His Celtic blood endowed him with the gifts of vivid emotion and fervid speech. He had passed through a religious experience as violent in its phases as that of Bunyan or Whitefield. The classical and theological education he had received at the school of Samuel Blair had disciplined his powers without diminishing his enthusiasm. He was in full sympathy with the theology of the evangelical revival, and ardently adopted the measures by which the revival was promoted. In Virginia, where the Church of England was established, and where it was necessary for ministers not connected with the establishment to procure from the general court licenses to hold religious services, Davies was fortunate enough to obtain one. He was settled at Hanover as the pastor of the church, but his eloquence was heard in the neighboring counties by delighted congregations. "The different congregations or assemblies to which he ministered were scattered over a large district of country, not less than 60 miles in length, and the licensed places for preaching, of which there were seven, were, the nearest, 12 or 15 miles apart."[2] In addition to his work as pastor and preacher, he was the most prominent citizen of his colony in maintaining and defending the rights secured to the Nonconformists by the Act of Toleration. His addresses and correspondence show that the cause of religious liberty in Virginia could not have had a wiser, abler, or more faithful advocate. What large-mindedness, catholicity of spirit, and diplomatic courtesy could effect was secured by his activity to the dissenting Presbyterian colonists and to their clergy. The contest for toleration was long and doubtful. Indeed, toleration was not finally secured until religious liberty was won by the separation of Virginia from the mother country. But to Davies, as much as to any one man, the Presbyterians of Virginia owed the confirmation of their right as British subjects to worship God after the customs of their fathers. Amid all this work he found time to take a large and active part in the general work of the growing church to which his congregation belonged. He led the Presbytery of which he was a member in its organization of missionary labors, and no counsel was more highly valued in the synod than his.

His eloquence and ability and his popularity in Virginia and throughout the church by themselves might well have led the trustees to invite him to the presidency of the college. But though never a trustee himself, until as president he became a member of the corporation, he was

[1] Dr. Gillett. [2] Maclean's Hist., Vol. I, p. 223.

early associated with it. At the commencement of 1753, as a candidate for master, he defended the thesis, Personales distinctiones in Trinitate sunt æternæ, and was granted the degree. It was as a laureatus of the college, therefore, as well as one of a commission of the synod, that in November of the same year he sailed for Great Britain with Gilbert Tennent to ask contributions for the institution. The success of the commission was largely due to the profound impression made by the preaching and the charming personality of Davies. Everywhere he went he justified the reputation for eloquence which preceded him. He was heard seventy times in Great Britain, and, it is said, never failed to produce a profound spiritual impression. Nor did his sermons, like those of Whitefield, lose their power to interest when reproduced in type. Undoubtedly, the criticism that their language is often loose and their rhetoric often turgid, is just. But they are great discourses; organized by one who knew the power of eloquence and could wield it, suffused with feeling, made substantial by weighty truths and vitalized by the spirit of the Great Awakening. The popularity of Davies as a preacher survived for many years the man himself. Between his death, in 1761, and the close of the century no less than nine editions of his sermons were published in England. These were widely circulated in that country and in America. It is a remarkable tribute to a literary product, the whole of which was thrown off rapidly and the most of which was published posthumously, that was paid by his successor in the presidency, Ashbel Green, more than sixty years after Davies's death: "Probably there are no sermons in the English language which have been more read or for which there has been so steady and unceasing a demand for more than half a century." Twenty years after this tribute was paid to them a new edition was published in America and introduced to a new generation of readers by the Rev. Albert Barnes.

Davies began his administration of the college at the commencement of 1759. His popularity in the colonies increased the number of the students in attendance to nearly if not quite 100. The curriculum so admirably organized during the presidency of Aaron Burr, as far as appears, was not altered or extended. Admission to the freshman class was granted on the same terms, except that the candidate was required to demonstrate his acquaintance with "vulgar arithmetic." The annual examinations of the classes were open to the public and any "gentleman of education" present might question the students. The custom of punishment by fines which prevailed was so far changed that the tutors were permitted to substitute other modes of correction less than suspension. The services of morning and evening prayers were varied; a chapter of Holy Scripture was to be read in the morning, a psalm or hymn to be sung in the evening; customs which were observed until evening prayers were abolished during the administration of Dr. McCosh. One change in morning prayer made at this time had a much

shorter life. It was resolved by the trustees that the president and tutors might appoint a student to read a passage of Scripture "out of the original language." The catalogue of the college library was published with a preface written by the president, in which he urged its increase "as the most ornamental and useful furniture of a college, and the most proper and valuable fund with which it can be endowed." The whole number of volumes in the library was less than 1,200. "Few modern authors," writes President Davies, "adorn the shelves. This defect is most sensibly felt in the study of mathematics and the Newtonian philosophy in which the students have but very imperfect helps either from books or from instruments." The question of the length of residence necessary to secure the first degree in the arts was discussed by the trustees, and it was determined that "every student shall be obliged to reside in college at least two years before his graduation."

The Pennsylvania Gazette contains an account of the commencement of 1760. The odes on Science and Peace, written by the president and sung by the students, and the description of the orations of the graduating class confirm the remark of Ashbel Green, that President Davies "turned the attention of his pupils to the cultivation of English composition and eloquence." His effective oratory, we can easily understand, deeply impressed the students; and the duty of preparing and delivering an oration each month, which he put upon each of the members of the senior class, was no doubt one of the causes of the establishment a few years later of the Well-Meaning and Plain-Dealing clubs, which as the Cliosophic and American Whig societies are in existence to-day.

The brief administration of Davies abundantly justified his election to the presidency. Jeremiah Halsey, then tutor, writing soon after Davies's arrival in Princeton to begin his work, says of him:

> He has a prodigious stock of popularity. I think in this respect equal if not superior to the late President Burr. He has something very winning and amiable in his deportment, and at the same time commanding reverence and respect, so that he appears as likely to shine in this character as anyone that could be thought of on this continent.

He was indefatigable in labor, and he worked with an enthusiasm which rapidly broke down a constitution not strong at its best. In January, 1761, "he was seized with a bad cold," which refused to yield to remedies; an inflammatory fever followed. He died on the 4th of February, 1761, when only 37 years of age. He was president for only a year and a half. Heu quam exiguum vitæ curriculum![1]

Upon the death of Mr. Davies the board of trustees had no difficulty in choosing a successor. A number of them at Davies's first election had cast their votes for Samuel Finley. Davies himself thought Finley better fitted than himself to perform the duties and bear the burdens

[1] From the inscription on his monument in the cemetery.

of the office. A meeting of the trustees was called to be held the 28th of May, 1761, but a quorum not being in attendance a second meeting was held three days later. At this meeting Mr. Finley was unanimously chosen. For ten years he had been an active member of the board, and was perfectly conversant with the state of the college. He had acted as president pro tempore. Mr. Finley was not a man to postpone an answer to an election for the sake of appearances. He was exceptionally frank and direct in speech and action. We need not be surprised, therefore, that the minutes which record his election contain the statement that "the said Mr. Finley being informed of the above election was pleased modestly to accept the same." How highly he was regarded by the friends of the college is evident from a letter written by the Rev. David Bostwick, who soon after became a trustee of the college, to the Rev. Mr. Bellamy, in March, 1761. Referring to the death of Davies and the need of a successor, he says: "Our eyes are on Mr. Finley, a very accurate scholar, and a very great and good man. Blessed be the Lord that such an one is to be found."

Samuel Finley was born in Ireland, in the county of Armagh, of a Scottish family, and was one of seven sons. Early in life he discovered both a taste for learning and fine powers of acquisition. The religious education which he obtained in the family determined his studies in the direction of theology, and he looked forward to the life of a minister even before his family migrated to America, when he was in his nineteenth year. He reached Philadelphia in September, 1734, and, as soon as possible, he continued his preparation for the ministry. The six years which intervened between his arrival in 1734 and his license to preach on the 5th of August, 1740, appear to have been passed in earnest study of the classics and of divinity. At all events, the attainments for which he was distinguished, which gave to the academy instituted by him its high and wide reputation, and which led to his invitation, finally, to become president of Nassau Hall, make it highly probable that this period of his life was passed in study, under the direction of one no less competent than William Tennent, and full of Tennent's evangelical spirit. He was licensed when the evangelical revival was exerting its widest influence. He threw himself into the movement with great enthusiasm, preaching with earnestness. For six months he supplied the pulpit of the Second Presbyterian Church, of Philadelphia, and was ordained by the Presbytery of New Brunswick in October, 1742. Of the several calls received by him he was disposed to accept one from Milford, Conn. His presbytery of New Brunswick sent him there, permitting him to preach at other points if the way should be open. A second religious society had been established at New Haven, but was not yet recognized by either the civil or the religious authorities. Mr. James Pierpont, a son of the Rev. James Pierpont, was interested in the new church and invited Finley to preach before it. This was illegal; and on the 5th of September, as he

was about to occupy the pulpit, he was arrested and imprisoned. He was indicted by the grand jury and convicted of vagrancy, and sentenced to be exiled from the colony. The sentence was executed; and he was unable to induce the authorities to permit his return. In June of the next year he accepted an invitation to become the pastor of Presbyterian Church in Nottingham, Md., where he remained for sev teen years. Mr. Ebenezer Hazard, some time Postmaster-General the United States, says of Dr. Finley:

> He was remarkable for sweetness of temper and politeness of beh He given to hospitality, charitable without ostentation, exemplary in d of relative duties, and in all things showing himself a pattern of good wo He a Calvinist in sentiment. His sermons were not hasty production good sense and well-digested sentiment, expressed in language p. science, yet perfectly intelligible by the illiterate. They were ca the ignorant, to alarm the careless and secure, and to edify and co

Such a man's pastorate would be likely to bear fruit in the quiet continuous development of a high sentiment in the community. his pastorate he engaged in some religious disputes, and these embodied in two sermons. Other discussions were carried on by after his settlement; but his only publications are seven disco the last being a sermon on the life and character of his predecess Mr. Davies. He was most successful as a teacher and as the ad trator of the two educational institutions with which he was of connected. Not long after his settlement at Nottingham he b gather about him pupils, following the example of William Ten the Neshaminy. No doubt he was led into this work by his sense of the need of ministers in the Presbyterian Church, but his pupils were not all of them candidates for the sacred ministry. The names of some of the more distinguished of these pupils have already been mentioned in another connection. The success of Mr. Finley in the Nottingham Academy, and the impression made by his personality and his learning on his brethren of the ministry led many of them early to think of him as a suitable candidate for the presidency of Nassau Hall. He was president for five years. It was a period of quiet but rapid and healthful development. The number of students was increased. The curriculum was enriched. The success of the college is indicated by the fact that during his administration the salaries of the president and the faculty were enlarged and two tutors were added to the teaching force. To the grammar school, founded by Burr and taken under the government of the college during Burr's presidency, was added an English school, which the trustees ordered "to be under the inspection and government of the president of the college for the time being." So large had the college become that in 1765, at the last commencement held by Dr. Finley, 31 students were admitted to the first degree in the arts and 11 others were made masters. The president was the most important and laborious of the teachers. Indeed, we are told that it was his unremitting application to the duties of his

office that impaired his health and brought about his death when only 51 years of age. The impression made by him on his students is indicated in the words of one of them, the Rev. Dr. John Woodhull, of Monmouth. "His learning," says Dr. Woodhull, "was very extensive. Every branch of study taught in the college appeared to be familiar to him. Among other things he taught Latin, Greek, and Hebrew in the senior year. He was highly respected and greatly beloved by the students and had very little difficulty in governing the college." Dr. Finley's was the last administration during which the instruction of the college was given by the president, aided only by tutors. As yet there were no professorships. The earliest professor named in the general catalogue is John Blair, who was elected the year succeeding Finley's death. During Dr. Finley's administration, however, the number of tutors was increased by two. Among these were Samuel Blair, who, at the age of 26, was called to the presidency of the college, and the second Jonathan Edwards, only less distinguished than his father as a theologian, and for two years the president of Union College.

During the administration of Dr. Finley the freshman year was spent in the study of Latin and Greek, particularly in reading Horace, Cicero's Orations, the Greek Testament, Lucian's Dialogues, and Xenophon's Cyropædia. In the sophomore year the students read Homer, Longinus, etc., and studied geography, rhetoric, logic, and mathematics. The public exercises in oratory and disputation, in which Davies was so deeply interested, were increased in number and more highly organized by Finley. Both forensic and syllogistic disputations were held, the former in English, the latter in Latin. Even Sundays gave the students no rest from intellectual activity, for disputations on a series of questions prepared on the principal subjects of natural and revealed religion were held before a promiscuous congregation. Once a month orations of the students' own composition were pronounced before a public audience, and the students were continually exercised in English composition. The institution was, during this administration, distinctively a college, not a university. The contact between the teacher and the student was frequent and intimate; the latter was subjected to inspection and to discipline; his hours were carefully regulated. The relation between tutor and pupil was not unlike that in the colleges of the English universities. The students were distributed into the four classes which still exist, and the social distinctions between them, which in later years have been determined by the students themselves, were determined by the faculty. "In each of these classes," says the authorized account of the college, "the students continue one year, giving and receiving in their turns those tokens of respect and subjection which belong to their standings in order to preserve a due subordination." The commencement exercises of the college were all announced, and many were conducted in Latin. They were elaborate and stately. The academic proprieties were carefully observed, and the "mixed auditory" must have been impressed if not edified by the large use made of a language of which the most of them knew nothing.

The period during which Dr. Finley was president was one of great political excitement, in which the institution shared. In 1766 a committee of the trustees was appointed to prepare an address to His Majesty for his gracious condescension to these colonies in the repeal of the stamp act. This address must not be taken to indicate a deep-seated loyalty on the part of the trustees and the other members of the college. On the contrary, there are evidences in the official action of the institution that its loyalty to the mother country had been seriously weakened. In the address presented by the trustees to the governor of the province in 1763 no mention is made of the Government of Great Britain, and there are no protestations of loyalty to the King. There was a spirit within the institution preparing it for the administration of "the high son of liberty" who was to be Finley's successor. Meanwhile it was fortunate to have enjoyed for five years the direction of the clear and largely informed intelligence of Samuel Finley, and to have had infused into its life his own enthusiasm in behalf of religion and the higher learning. Simple in character, calm in temperament, devoted to books, and quiet in manner, one might well have predicted that his life would continue to the period of old age. But his too-abundant labors broke down a constitution never very vigorous. He was attacked by an acute disease, and died in Philadelphia, after expressing his perfect resignation to the Divine will, on the 17th of July, 1766, in the fifty-first year of his age.

The death of President Finley was felt by its friends to be a serious blow to the college. It was more keenly felt because the college had suffered so many times the loss of its president. In the one hundred and fifty years of its life it has had only twelve presidents, but five of these were in their graves when the institution was twenty years old. Soon after Dr. Finley's death the board unanimously elected the Rev. Dr. John Witherspoon, of Paisley, Scotland. Mr. Richard Stockton, a member of the board, was in England at the time, and the trustees requested him to visit Dr. Witherspoon and urge his acceptance. While awaiting his reply, negotiations were carried on for the admission into the board of representatives of that portion of the now reunited Presbyterian Church which had taken no part in the establishment of the college, and which up to this time had shown little interest in its maintenance. As part of these negotiations, it was voted to increase the faculty by the election of several professors. One of the new professors, the Rev. John Blair,[1] professor of divinity and morality, was chosen

[1] John Blair was a native of Ireland, and was born in the year 1720. He was a younger brother of Samuel Blair, one of the first trustees of the college. He was educated at the Log College. He was ordained in 1742, and became pastor of the Middle Spring Church, in Cumberland County, Pa. In 1757 he went to Faggs Manor, became pastor, succeeding his brother in the pulpit and also as the principal of the classical school. He prepared many students for the ministry. After his resignation as professor of divinity in Princeton College he was settled as pastor at Walkill, Orange County, N. Y., where he died December 8, 1771. Dr. Archibald Alexander says of him that "as a theologian he was not inferior to any man in the Presbyterian Church in his day."

vice-president until the next commencement. Dr. Hugh Williamson, of Philadelphia, was elected professor of mathematics and natural philosophy, and Jonathan Edwards, then a tutor in the college, and the son of the president, professor of languages and logic. News having reached the trustees that Witherspoon had declined, the board elected the Rev. Samuel Blair, pastor of the old South Church in Boston, to the presidency, and appointed him also professor of rhetoric and metaphysics. Blair's election was unanimous. He was the first graduate of the college elected to the office. He was only 26 years of age. He was the son of the Rev. Samuel Blair, of whom mention has already been made as the founder and principal of the classical school at Faggs Manor, in Chester County, Pa. He was graduated in 1760, and was tutor in the college from 1761 to 1764. No man in the church at that time gave greater promise. He was successful as a student, as a teacher, and as a preacher; but, more than all, he impressed men by the beauty and strength of his character. His magnanimity was given a signal opportunity. He was anxious to accept the position to which he had been chosen with cordiality, and he had every reason to trust himself in the office. But, like the trustees, he was convinced that no one else could so well occupy the position as Witherspoon, if only he could be induced to accept it. He placed his declinature in the hands of a member of the board, to be presented if it seemed possible to secure Witherspoon, and urged on the trustees the policy of endeavoring to induce Witherspoon to reopen the question of removing to America. This policy was successful. Witherspoon expressed his willingness to come if he should be reelected. Blair's declinature was accepted, and Witherspoon became the sixth president of the college.

John Witherspoon was at this time 45 years of age. He had already had an influential career in the Church of Scotland. He was the son of a minister and came from a ministerial ancestry. His father was an able and faithful pastor, and through his mother he was descended from John Knox. When 14 years of age he entered the University of Edinburgh, and after a course of seven years became a licentiate. Both his collegiate and theological courses gave promise of distinction. At the Divinity Hall, it is said, "he stood unrivaled for perspicuity of style, logical accuracy of thought, and taste in sacred criticism." In 1744 he was presented by the Earl of Eglinton with the living of Beith, in West Scotland. There he remained for between twelve and thirteen years. He not only was successful as a parish minister, but he appeared before the public as an author. His first volume gave him national fame. It was entitled "Ecclesiastical Characteristics; or, The Arcana of Church Policy." It was written at the time when the moderate party was dominant in the church, and it satirized sharply but without ill nature the principles and the conduct of the moderates. The wide difference between the platform of the party and the symbolical platform of the church offered the satirist a fine opportunity. Witherspoon

admirably improved it. His work was widely read, exerted a good deal of influence and increased his popularity. In ten years five editions were published. Soon after the publication of the first edition, which did not bear the name of the writer, he printed a Serious Apology for the satire, and confessed himself its author. Not long afterwards he published two essays in theology—on justification and regeneration—which made him known as a theologian of ability. The essays embodied and defended evangelical and Calvinistic views. His ministry at Paisley was quite as successful as that at Beith. Several of his discourses were published, and the University of Aberdeen, in 1764, gave him the degree of doctor of divinity. At the time of his call to the presidency of the college, he was, in reputation, behind no man in the Evangelical party of the Church of Scotland, and was perhaps better able than any other to debate in the assembly with the leaders of the moderate party like Blair, Campbell, and Robertson.

When Witherspoon came to America the colonies and the British Government were quarreling. In 1764 the stamp act was passed. The colonists arose in alarm and anger and protested against it. Two years later the act was repealed. But the fact that it had been passed and the declaration accompanying the repeal, namely, that Parliament possessed the right to tax the colonies in all cases whatsoever, left in the minds of the colonists a feeling which Lord Shelburne afterwards described "as an unfortunate jealousy and distrust of the English Government." Already this feeling had shown itself in the public exercises of Princeton College. More than once the college orators had been enthusiastically applauded when lauding the blessings of political liberty; and after the passage of the stamp act, except in the vote of the trustees expressing their gratitude to the King for its repeal, there is no evidence that in any academic function the union between the colonies and the mother country was mentioned with gratitude or pride. This silence was in marked contrast with the custom of the college in earlier days, when the greatness of the British Empire was a favorite theme for college oratory. A few years earlier than the date of Witherspoon's arrival there had been formed in the college two literary societies, called the Well-Meaning and Plain-Dealing clubs, out of which afterwards grew the Cliosophic and American Whig societies. In these clubs the enmity to the home Government found frequent and at times violent expression. The college, the province in which it had its home, and the provinces on each side of it, while not so active as Massachusetts or Virginia, were in full sympathy with the populations of those energetic and forward colonies. They rejoiced in the meeting of the first Continental Congress in New York in October, 1765, and in the declaration of that Congress: "That the only representatives of the people of these colonies are persons chosen therein by themselves, and that no taxes ever have been or can be constitutionally imposed on them but by their respective legislatures."

Witherspoon, with his family, sailed from London in May, 1768, and ded at Philadelphia on the 6th of the following August. He was ugurated on the 17th of the same month, and delivered a Latin ugural address on the union of piety and science. He soon showed nself an American in feeling, and soon found in the American cause ple opportunity for the exercise of his best gifts. It is not only true at "from the beginning of the controversies which led to the war of lependence and to the severance of the thirteen united colonies from ir allegiance to the British Crown, Dr. Witherspoon openly and dly took the part of his adopted country;" it is also true that he ought to this work political talents of the very highest order, and rsonal traits which made his migration to the country an inestimable ssing to the struggling colonists. He was bold and influential as an tator; active with his pen and his voice; one of the foremost of the rty of action; not only ready for a declaration of independence, but rnest in his advocacy of it. He never lost hope or courage in the rkest days of the war, and he was wise and active in both state and urch in the constructive period which followed the final victory. lled as a minister to the presidency of a Christian college, he is best own as a great patriot and statesman; and he must always occupy history a high place among those few notable characters like mbrose, of Milan, and his own ancestor, John Knox, who have been eat in both church and state.

The high reputation of Witherspoon at once lifted the college into a sition of prominence which it had never before occupied. He began work as president with work for the endowment of the college. e pecuniary embarrassment of the institution was so great that the ofessor of divinity, the Rev. John Blair, offered his resignation, and was accepted. Dr. Witherspoon was compelled to go upon a begging edition into New England, from which he returned with subscripns for £1,000 in proclamation money; and this was only the first of eral journeys on the same errand. He was an earnest and laborious cher. He took the place of Mr. Blair as professor of divinity. He s most popular and influential as a teacher, when instructing his pils in mental and moral philosophy. In addition to his lectures in inity, psychology, and ethics, "he delivered lectures to the juniors d seniors on chronology and history, and on composition and criti- and he taught Hebrew and French to those who wished it." Mr. ves, the biographer of Madison, Witherspoon's most eminent pupil, d Ashbel Green, another of his students, both call attention to the phasis placed by Witherspoon on studies on the constitution of the man mind and fundamental truth. Dr. McCosh says that Wither- oon was a man of action rather than reflection; and his judgment rect. Nevertheless, it is probable that no contemporary teacher in nerica was more successful in pressing upon the minds of his stu- nts the great features of the system of philosophy he expounded and fended. When one reflects on the deep impression made by him

upon the intellectual life of those who sat in his lecture room and who afterwards became eminent, it may safely be said that no professor in an American college has won greater triumphs as teacher. Witherspoon's strong personality made him an uncompromising college ruler. He followed the advice which he gave to the tutors, namely: "Maintain the authority of the laws in their full extent and fear no consequences." But so inspiriting and stimulating were the man and his lectures that the rigor of his rule is not often mentioned by his pupils. Ashbel Green and Stanhope Smith and James Madison were won by him; their energies were called out and their powers genially disciplined.

The plans which Witherspoon and the trustees had formed for the enlargement of the institution were largely defeated by the political events then occurring in the country. But the college curriculum was extended, the teaching force was increased,[1] endowments were secured, a larger body of students than ever before were under the instruction of the faculty, and they were drawn from a wider area. During his

[1] One of the professors during his administration was William Churchill Houston, who was born in North Carolina in 1740. He came to Princeton and taught in the grammar school, afterwards entered the college, and was graduated in 1768. He was at once appointed a tutor. In 1771 he was elected professor of mathematics and natural philosophy. When the war of the Revolution began he entered the Army and was for some months a captain. He resigned and resumed his work as professor; but, like Dr. Witherspoon, he was elected to office, first as a member of the general assembly of New Jersey, then as a member of the council of safety, and, in 1779, as a member of Congress. He resigned his professorship in 1783 and was admitted to the bar. In 1784 he was again elected to Congress, and was a delegate to the convention at Annapolis in 1786. He died in 1788.

Another of the professors elected during Witherspoon's administration was Walter Minto, who was born in Cowdenham, Scotland, December 5, 1753. At 15 years of age he entered the University of Edinburgh. "After completing his preparatory studies he turned his attention to theology, rather, it would appear from subsequent events, to meet the expectation of friends than from his own unbiased choice." During this period he devoted quite as much time to literature as to divinity, and became a frequent contributor to a periodical called The Gentleman and Lady's Magazine, published in Edinburgh. He visited Italy, having in charge, as tutor, two sons of the Hon. George Johnstone, formerly governor of West Florida and member of the British Parliament. On his return he resided in Edinburgh as a teacher of mathematics. "His reputation as a man of science appears to have been considerable, arising, probably, from his correspondence with the philosophers of Great Britain, and several minor publications on the subject of astronomy." In connection with the Earl of Buchan he wrote the life of Napier of Merchiston, the inventor of logarithms, the Earl writing the biographical portion and Minto the scientific portion, including a vindication of Napier's claims to the original invention. He sailed for America in 1786, and became principal of Erasmus Hall, a school at Flatbush, Long Island. In 1787 he was called to the professorship of mathematics and natural philosophy in Princeton College, as the successor of Ashbel Green. "Of his colleagues and pupils, Dr. Minto enjoyed the confidence in an unusual degree. He was the treasurer of the corporation. He received continual applications from parents to receive their sons beneath his roof, on account of the advantages which they supposed would be enjoyed within the limits of his domestic circle. The textbooks in mathematics which his pupils used were prepared by himself. He died in Princeton October 21, 1796."—Abridged from the Princeton Magazine, Vol. I, No. 1.

administration the largest class which was graduated in the eighteenth century received their degrees. It must be added that during his administration the smallest class was graduated. This was not the fault of the president. The position of Princeton on the highway between New York and Philadelphia made it a perilous place during the earlier years of the war of independence. A critical battle was fought within the limits of the village. The college campus was the scene of active hostilities. Nassau Hall was employed as barracks, and cannon balls mutilated its walls. There are few memorials in Princeton more highly valued than the two cannons now standing in the campus, both of which were used in the war and were left, after the battle of Princeton, near the college.

Mention has already been made of the Cliosophic and American Whig societies, the two literary societies of the college, which have been in existence from the date of their foundation to the present time. They had their origin in two debating clubs. The earlier name of the American Whig Society was the Plain-Dealing Club; that of the Cliosophic Society the Well-Meaning Club. These clubs appear to have been organized during the excitement caused by the passage of the stamp act. In both of them the patriotism of the college found expression. But out of their rivalry there grew serious disturbances. These led the faculty, in 1768, to forbid their meetings. They were soon revived under different names, the Plain-Dealing adopting a name indicating the political views of its members, the Well-Meaning Society one expressive of its literary aims. But politics was not the exclusive interest in the one, nor was literature in the other. One word in the motto of the Whig Society is litteræ, and the founders of Clio Hall were quite as much in sympathy as those of the Whig with the aims and struggles of the colonists. The college itself does not possess a more distinguished list of founders than does each of these societies. William Paterson, Luther Martin, Oliver Ellsworth, and Tapping Reeve laid the foundations of Clio Hall; and James Madison, John Henry, and Samuel Stanhope Smith revived the Plain-Dealing Club under the name of the American Whig Society. The interior life of these institutions is not open to the view of the public. Their members have pursued the aims of the society in essay and oration and debate with the freedom which belongs to sessions held in camera. Their judges have been their peers. The faculty of the college during all their life have accorded to them great freedom, and have interposed only when the violence of youthful feelings seemed likely to injure, if not to destroy, the societies themselves. Fortunately, crises of this kind have been very few. The sense of independence and responsibility has given to the societies dignity; and they have earned the tribute, paid in later years by President McCosh, that "no department of the college has conferred greater benefit upon the students than have Whig and Clio halls." Perhaps, at no later period in their history have they been more useful than they were during

MARQUAND CHAPEL, REAR VIEW.

the administration of John Witherspoon. Life during the periods immediately preceding the Revolutionary war, and immediately succeeding it while the Constitution was being formed and adopted, was intense. During the first period, the question of the maintenance of independence was agitating every man; and during the second, the problem of the new government which was to unite the victorious colonies, offered itself for solution to every thoughtful mind. It is an interesting fact that the two plans of constitutional government for the United States, which were debated at length in the convention which formed the Constitution, were presented to that body by two of the founders of these literary societies. The one, which laid the greater stress on the rights of the individual States, was presented by William Paterson of New Jersey, the other, which contemplated a stronger Federal government, was proposed by James Madison, of Virginia. During the war, the societies, of course, suffered with the college; but when the war had ended they were revived. Originally, each society had a patronage dependent upon the sections from which its members came. Ashbel Green, who was active in reviving the American Whig Society after the war, says that at the time of this revival "the sectional patronage was entirely done away." Princeton's interest and Witherspoon's labor in the cause of the colonies against the mother country received, at the close of the war, what the sons of Princeton have always interpreted as an honorable recognition. When the soldiers of the army mutinied and surrounded the State House in Philadelphia where the Continental Congress was sitting, Princeton was selected as the temporary capital of the United States. For several months the Congress held its sittings in the library room of Nassau Hall, and the rooms of the students were used by the committees. At the commencement of 1783, "we had," says Ashbel Green, "on the stage with the trustees and graduating class, the whole of the Congress, the ministers of France and Holland, and George Washington, the commander in chief of the American Army." Washington contributed for the uses of the college 50 guineas, which the trustees employed to procure the portrait of him, painted by the elder Peale, which now hangs in the portion of Nassau Hall in which the Congress sat. Writing in 1842, Dr. Green says, "The picture now occupies the place, and it is affirmed the very frame, that contained the picture of George the Second, which was decapitated by Washington's artillery."

At the close of Dr. Witherspoon's administration in 1794, the college had been in existence nearly half a century. In the careers of those whom an institution has trained, after all, is to be found its title to honor or condemnation. The general catalogue of no collegiate institution, for the first fifty years of its existence, presents a more remarkable series of great names in church and state. The clerical, medical, and legal professions are represented by influential and illustrious men. The cause of the higher education is represented by great teachers and

ıistrators. To the Continental Congress and to the Continental the college gave eminent and patriotic members and officers. The ates of no other college were so numerous or so influential in the itutional Convention. Its alumni were to be found in the two es of Congress, in the legislatures of the different States, in the of governors, in the seat of the Chief Justice, in the courts of the ıs States, in the cabinets of Presidents, and as envoys of the Repub- foreign capitals.

the earlier administrations, the administration of Witherspoon is ost illustrious, if judged by the brilliant careers of its students. s given to no other man in America in the eighteenth century to the most prominent part in the education of thirteen presidents leges. During his presidency there were graduated six men who ards became delegates to the Continental Congress, twenty men epresented their respective Commonwealths in the Senate of the d States, and twenty-four who sat as members of the House of sentatives. Thirteen were governors of Commonwealths, three udges of the Supreme Court, one was Vice-President, and one was lent of the United States. Upon the characters of most of these erspoon set his mark. They were imbued with his views in phi- ıy and morals. His high and profound religious character gave o their lives, and his patriotism wrought in them as an inspira- If the greatness of a man is to be measured by the influence he kerted on other minds, John Witherspoon must be remembered as the foremost men of the Republic during its heroic period. The of his administration was less than eight weeks in advance of the of his life. He was able to preside at the annual commencement 23d of September, 1794. On the 15th of November, "veneratus, ıs, lugendus omnibus,"[1] he passed to his reward.

### V. ADMINISTRATIONS IN THE NINETEENTH CENTURY.

to the close of Dr. Witherspoon's presidency Princeton College g each administration derived its special traits almost wholly the president. He determined its curriculum; he exercised its line in all serious cases; he begged money for its maintenance; its religious life; he taught several branches of learning to the ers of the higher classes. The distance at which many of the es lived and the difficulties of travel prevented frequent meetings board, and threw on him responsibilities in number and variety yond those now devolved on college presidents. The faculty of ction was made up of himself and two or three tutors. The latter, e constitution of the college, were so completely under his direc- ıs scarcely to deserve the name of colleagues. The relation en the president and the students was immediate and close. He to them in loco parentis, and they felt at liberty to go to him at

[1] From the inscription on his tombstone.

all times for advice and for aid. Princeton was fortunate in its presidents. Each was fitted by his character and prepared by his previous career for the conduct of his office. All had been pastors. In obedience to what they believed to be a divine vocation, all in early manhood had undertaken the cure of souls. Some of them had successfully conducted private schools, and all had had their religious affections warmed by evangelical revival. If some of the readers of this historical sketch should be disposed to criticise it because so much attention has been given to the presidents, the answer is obvious: The life of the college was almost wholly directed and determined by the president for the time being. To send a student to Princeton was to commit him to Samuel Davies or John Witherspoon for the formation of his character, for the discipline of his faculties, and in some measure for the direction of his subsequent life.

The death of Witherspoon marks the point at which the president loses much of his relative prominence. From this point onward the college has a powerful life of its own. Of course the president is always the great figure in a college, but the presidents of Princeton after Witherspoon are far less prominent than the institution; and the success of their administrations is due to the exaltation of the college at the expense of activities to which their gifts would otherwise have impelled them. Jonathan Edwards expected to find in the presidency of the Princeton College of his day an opportunity for literary activity, and planned to compose a great philosophy of history with the title The History of Redemption; but James McCosh, though always industrious as a writer, found the administrative duties of his position so various and so commanding as absolutely to forbid the composition of volumes like those which had given him distinction before he came to America.

On the 6th day of May, 1795, the trustees unanimously elected Dr. Samuel Stanhope Smith Dr. Witherspoon's successor. Dr. Smith had been vice-president since 1789, and had relieved the president of many of the burdens of his office. He accepted at once, appeared before the board, and took the oath of office. His inauguration was postponed until the next commencement, the 30th of September following, when he delivered an inaugural address in the Latin language. For the first time the salary of the president was designated in the coinage of the United States. It was fixed at $1,500 a year, with the usual perquisites. The new president was a native of Pennsylvania, and the son of a pastor of the Presbyterian Church of Pequea. His mother was a sister of Samuel Blair, the head of the academy at Faggs Manor. He was the first alumnus of the college to fill the presidency. He was graduated in 1769, and as the first scholar of his class pronounced the Latin salutatory. A year after his graduation, when 21 years of age, he returned to Princeton as tutor in the college, and for the purpose of reading divinity under Dr. Witherspoon. He taught the classics and

belles-lettres. Here he remained until 1773, when he went to Virginia as a missionary. The interest awakened by his preaching was deep and widespread. "Throughout the Middle and Southern States," says Dr. Philip Lindsley, "he was regarded as a most eloquent and learned divine by his contemporaries." The impression made by him as a preacher and scholar led to his call as the first president of Hampden Sidney College. He was president for three or four years, when the state of his health compelled him to resign. In 1779 he was invited to become professor of moral philosophy at Princeton, and, though strongly attached to Virginia, he accepted, and from this time on labored for his alma mater. He came only two years after the battle of Princeton. Dr. Witherspoon was a member of Congress, and a large amount of administrative work fell on Professor Smith. This work was done under most difficult conditions, for he was never strong, and on several occasions he was prostrated by hemorrhages like those which compelled him to retire from Hampden Sidney. Yet he neglected no work; and his learning obtained recognition from the two colleges of New England and from learned societies. In the year 1785 he was made an honorary member of the American Philosophical Society and delivered its anniversary oration, an address intended to establish the unity of the species. In 1786 he was engaged with other eminent ministers of the church with which he was connected in preparing its form of government with a view to organizing the general assembly.

Dr. Smith was anxious to extend the course of instruction and to enlarge the teaching body. Besides himself at the time of his accession to the presidency Dr. Minto was the only professor. Dr. Smith established a professorship of chemistry the year of his accession to the presidency. The first occupant of the chair was John Maclean, a native of Glasgow and a graduate of its university. When he had completed his medical course Dr. Maclean gave special attention to chemistry, studying at Edinburgh, London, and Paris. While at Paris he adopted new theories, not only in chemistry, but in government. He became a republican and emigrated to the United States. Dr. Benjamin Rush, of Philadelphia, to whom he brought letters, recommended him to settle in Princeton and practice his profession. Dr. Rush, at the same time, recommended the college to secure his services as a lecturer in chemistry. The lectures made a profound impression. In 1795 he was elected to the first chair of chemistry established in any college in the United States. It was through Dr. Maclean that Princeton College was enabled to perform a valuable service for Yale College. Benjamin Silliman, the first professor of chemistry in Yale College, writes as follows in his diary:

Brief residence in Princeton. At this celebrated seat of learning an eminent gentleman, Dr. John Maclean, resided as professor of chemistry, etc. I early obtained an introduction to him by correspondence, and he favored me with a list of books for the promotion of my studies. I also passed a few days with Dr. Maclean in my different transits to and from Philadelphia, obtained from him a general insight into

my future occupation, inspected his library and apparatus, and obtained his advice respecting many things. Dr. Maclean was a man of brilliant mind, with all the acumen of his native Scotland, and a sparkling wit gave variety to his conversation. I regard him as my earliest master of chemistry, and Princeton as my first starting point in that pursuit, although I had not an opportunity to attend any lectures there.

All accounts of Professor Maclean show that the admiration expressed for him by Dr. Silliman was general. Archibald Alexander visited Princeton in 1801, and wrote of him as one of the most popular instructors who ever graced the college. "He is at home," says Dr. Alexander, "almost equally in all branches of science. Chemistry, natural history, mathematics, and natural philosophy successfully claim his attention." For a period of seventeen years he was professor in Princeton College. In 1812, believing that a milder climate would restore his health, he resigned and accepted the chair of natural philosophy and chemistry at William and Mary, but before the first college year closed illness compelled him to resign. He returned to Princeton, and died in 1814.

The funds of the college and its buildings suffered greatly during the war of the Revolution. Its library was scattered and its philosophical apparatus almost entirely destroyed. The trustees appealed to the State of New Jersey for aid, and the State granted £600 a year, proclamation money, for a period of three years, the use of the money being limited to the repair of the college buildings, the restoration of the college library, and the repair and purchase of philosophical apparatus. This appropriation was intended simply to make good losses which the college had suffered as a consequence of the war, and, if the influence exerted by the college on behalf of the independence of the colony is considered, it must be regarded rather as the payment of a debt than as a gift. Dr. Minto, the professor of mathematics and natural philosophy, died in 1796. The college was too poor to fill his place with another professor, and the work of his chair was taken by Professor Maclean. The reputation which Professor Maclean gave to the college led to applications on the part of students who desired to pursue only the scientific part of the college curriculum. These applications were granted by the board, and a resolution was passed not only that they should be permitted to read on scientific subjects, but also that they should receive certificates of their proficiency, to be publicly delivered to them on the day of commencement, the college reserving to itself the privilege of bestowing honorary degrees on those who have highly distinguished themselves in science in this or other colleges.

As though the college had not been sufficiently disciplined by its poverty and the calamities incident to the war for Independence, on the 6th of March, 1802, Nassau Hall, except the outer walls, was destroyed by fire. This was the second destruction of the library and a large part of the philosophical apparatus. The trustees met on the 16th, and at once determined to rebuild upon the original plan of the college,

making, however, a few alterations, partly with a view to security from fire and partly to increase the room devoted to instruction and philosophical apparatus. An address was issued to the people of the United States, reciting the design and history of the college and appealing to the friends of religion, of science, and of civil liberty for contributions for the rebuilding of the hall and the endowment of the institution. Forty thousand dollars were subscribed. In 1802 the chair of languages was founded, and William Thompson[1] was chosen its professor. In 1803 Dr. Henry Kollock,[2] a graduate of the class of 1794, was elected professor of theology, and Andrew Hunter, also an alumnus, professor of mathematics and astronomy.

A report from the faculty to the board describes in great detail the curriculum at this time, of which Dr. Maclean justly says that no one, after reading it, can fail to see that the labors of the president, professors, and tutors must have been extremely arduous, and that the course of instruction was liberal and in many respects would compare favorably with that of the college at a much later date. So rapidly did the number of students increase that in 1805 it was proposed to erect an additional building. It was thought that a wealthy gentleman interested in scientific pursuits would aid the college, but his offer was withdrawn, with the result that 70 students were compelled to room elsewhere than in Nassau Hall. How rapid this increase was may be inferred from the fact that in 1806 54 members of the senior class were admitted to the first degree in the arts. At no previous period in its history had the college attained an equal degree of prosperity and reputation. The faculty consisted of a president, four professors, three tutors, and an instructor in French, and the number of students had risen to 200. Indeed, the number of students was almost too large for

[1] William Thompson, in 1802, was called from Dickinson College, Pennsylvania, where he had been professor of languages, to the chair with the same title in Princeton. Dr. Maclean (Hist., Vol. II, p. 45) says of him: "He had the reputation of being an accurate scholar, a good teacher, and an excellent man. He was advanced in life when he had become professor in Princeton College, and after a few years, his mind giving way under the pressure of arduous duties, he was constrained to give up his position, and died not long after."

[2] Henry Kollock was born at New Providence, N. J., December 14, 1778, and was graduated at Princeton, 1794; in 1794 was appointed tutor, with John Henry Hobart, afterwards Protestant Episcopal bishop of New York, who says of Kollock: "Although he is a Democrat and a Calvinist, he is the most intelligent, gentlemanly, and agreeable companion I have ever found." He pursued his theological studies without a preceptor, and "made considerable proficiency," says Dr. Carnahan, "in Hebrew, Chaldee, and Arabic." His teachers in theology were the great English theologians, Anglican and Puritan. He was licensed to preach in 1800, and soon after became pastor of the Church of Elizabethtown. In 1803 he returned to Princeton as pastor and professor of theology. In 1806 he accepted a call from the Independent Presbyterian Church of Savannah. He died December 29, 1809. Dr. Carnahan, Bishop Capers, of the Methodist Church, and the Hon. John M. Berrien, of Georgia, all speak of him as a man of great eloquence, charming in society, and exceptionally faithful and acceptable as a Christian pastor. Vide Sprague's Annals, Vol. IV, pp. 273 et seq.

the faculty. Disturbances occurred which compelled that body to invoke in their behalf the authority of the trustees. Commencement day was regarded as a public holiday for the population of the entire district in which the college was situated. It furnished an occasion for other than academic sports. "Eating and drinking, fiddling and dancing, playing for pennies, and testing the speed of their horses were the amusements in which no small numbers of those assembled on such occasions were wont to indulge." Just because of the college's prosperity discipline was difficult to exercise, but had the trustees not interfered with the faculty it is probable that the strife arising from time to time between the students and their instructors would have been easily composed.

In 1810 and 1811 conferences were held between a committee of the trustees and a committee of the General Assembly of the Presbyterian Church on the subject of establishing a theological seminary for that church. The intimate relations between the college and the general assembly, the large support that the college had received from Presbyterians, and the benefits which in return it had conferred upon that communion led both the trustees of the college and the committee of the general assembly to consider seriously the question of affiliating the theological institution so closely with the college as to make the two institutions one. This plan was soon abandoned. But the trustees and the committee concurred in the belief that the seminary might well find its home near to the college; and an agreement was made by which the trustees engaged not to appoint a professor of theology in the college should the seminary be permanently established at Princeton. The college retained its freedom, and the seminary was established as an institution of the general assembly, beginning its life in 1812. While the immediate effect of the establishment of this new institution was to prevent for many years all collection of funds for the improvement of the college, both institutions derived substantial advantages from their establishment in the same town, and from their warm friendship.

Dr. Smith resigned in 1812. He lived seven years after his retirement. He revised and published some of his works. He died on the 21st of August, 1819, in the seventieth year of his age. The graduates of the college during his administration did not, as a class, gain the distinction reached by those graduated under his predecessor; but the list includes a Vice President of the United States, 2 presidents of the United States Senate, 9 United States Senators, 25 Members of the House of Representatives, 4 members of the President's Cabinet, 5 ministers to foreign courts, 8 governors of States, 34 judges and chancellors, and 21 presidents or professors of colleges.

Dr. Ashbel Green's administration of the college, as president pro tempore, soon after the burning of Nassau Hall, in 1802, was so successful that upon Dr. Smith's resignation he was unanimously chosen president. When elected he was a trustee. He was an alumnus. His

father, the Rev. Jacob Green, a graduate of Harvard, was one of the trustees named by Governor Belcher in the second charter; his grandfather, the Rev. John Pierson, a graduate of Yale, was one of the promoters of the college and a trustee under the first charter; and his great-grandfather, Abraham Pierson, a graduate of Harvard, was one of the founders of Yale, and its first president and rector. His father had acted as president of the college, with the title of vice-president, during the period intervening between the death of Jonathan Edwards and the election of Samuel Davies. Ashbel Green was born at Hanover, in Morris County, N. J., in 1762. He was graduated at the college in 1793, and delivered the valedictory oration. Immediately after graduation he was appointed tutor; and two years afterwards was elected professor of mathematics and natural philosophy. After holding his professorship for a year and a half, he accepted a call from the Second Presbyterian Church of Philadelphia. In this position he had from the beginning an eminent career. His fine presence, courtly manners, and prominent family connections made him a prominent citizen of Philadelphia. As Philadelphia was the national capital, he was brought into intimate contact with some of the most eminent men of the country. His autobiography is one of the interesting personal records of the period. He had scarcely been settled in Philadelphia when the work of reorganizing the Presbyterian Church for the now independent United States was begun. This work was contemporaneous with the formation of the Federal Constitution. Young as he was, no minister of the church, not even Dr. Witherspoon, was more influential in this important and difficult work. From the first he was in favor of the separation of church and state, and strongly advised those changes in the Scotch Confession of Faith which placed the Presbyterian Church of this country specifically on the platform of the widest religious liberty.

He was a high Calvinist and a strong Presbyterian, active in the church's judicatories and deeply interested in the organization of its missionary work. He was elected chaplain of the Congress of the United States in 1792, with Bishop White, and was reelected by every successive Congress until, in 1800, the capital was changed from Philadelphia to Washington. During his pastorate in Philadelphia he made two extended journeys, one to New England and the other to Virginia, and was received in both sections of the country as a man of eminence. He was deeply interested in theological education; was one of the original committee of the general assembly to organize a theological seminary, and was the author of the plan for a theological institution which the assembly adopted and to which it gave effect in the institution at Princeton. He was president of its board of directors from the beginning until his death in 1848; and when, in 1824, the trustees of the theological seminary were incorporated, he was made one of them, and continued a trustee the remainder of his life. At the time of his

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election to the presidency of Princeton College he was the best-known and probably the most influential minister of the Presbyterian Church.

On the 29th of October, 1812, after having been a pastor for more than twenty-five years, he left Philadelphia for Princeton and entered upon the duties of the college presidency. The trustees associated with him Mr. Elijah Slack, vice-president of the college and professor of mathematics and natural philosophy, and chose two tutors. Soon after, Mr. Lindsley was elected professor of languages. During the first year of Dr. Green's administration these gentlemen constituted the faculty.

The period was one of great excitement throughout the country. It was the year of the beginning of the second war with Great Britain. The excitement of the nation was reflected in the life of the college. Discipline was difficult. Soon after Dr. Green's induction disturbances became so serious as almost to threaten a general rebellion. The conduct of the faculty, and of Dr. Green, especially, in the suppression of the disturbances and in disciplining the offenders was eminently wise; certainly it was so regarded by the trustees. The latter body put on record its opinion that the faculty manifested a degree of prudence, vigilance, fidelity, and energy that deserved the warmest thanks of every friend of the college. The succeeding year was passed not only without any recurrence of the difficulties, but with good order and a profound religious movement. This was true also of the year 1815. But the college year of 1816–17 proved "to be the most turbulent year of Dr. Green's administration." It was the year of the great rebellion, and was ended with the dismission of a large number of students. The action of the trustees, or the remarks of some of them, following the rebellion, the vice-president of the college interpreted as a reflection on himself, and he resigned. Dr. Slack was a man of ability, and, indeed, of eminence in the departments under his charge, and Dr. Maclean, who knew him, pays a high tribute to his character, his fidelity, and ability. The vacancy caused by his resignation was filled by the election of Prof. Henry Vethake, a member of the faculty of Rutgers College. In 1818 a chair was added with the title of experimental philosophy, chemistry, and natural history. Dr. Jacob Green, son of the president and a graduate of the University of Pennsylvania, was elected and filled it with ability until his father's resignation.

Meanwhile, as the college was increasing in numbers, the trustees proposed to build a new edifice and to place its students under the government of an entirely different faculty so soon as the number of students should render it expedient to do so. A site was not selected, but a committee was appointed to seek one within the limits of the village, and resolutions looking to the endowment of this new college were passed. The plan failed. Had this succeeded, it is probable that Princeton University to-day would have been a collection of small colleges under one corporation. In 1819 the qualifications for admission were made more severe, but the regulations could not be enforced owing

.e inefficiency of the preparatory schools on which the college
nded for students. The subject of discipline was oftener before
rustees during this administration than during any other, and in
olution the relation of the faculty to the students was fixed. Dr.
n's health compelled him to resign in 1822. No one of his prede-
rs had before him more difficult problems connected with the
ior life of the college. These he solved with great wisdom and
ientiousness. The trustees received his letter of resignation with
regret. When they accepted it they addressed him a letter in
n they said:

ccepting your resignation they can not withhold the expression of their highest
t for your ministerial character, your general influence in the church of God,
niform and unwearied exertions to promote the best interests of the students
your care both for time and eternity. Under your auspices the college has
ly been extricated from its financial difficulties, but it has secured a permanent
of increasing income, while it has sent forth a number of students not
led in former times, calculated to give stability to its reputation, a pledge for
ntinuance and the growth of its usefulness to the church and state.

ter his retirement from the presidency he returned to Philadelphia,
e he had been so eminent and successful as a pastor, and lived for
ty-two years a life of great activity and usefulness. He was
ential in the missionary work and in the judicatories of the church.
was eminent as a citizen and a churchman. He was most deeply
ested in the religious life of the students while connected with the
ge. He was strongly attached to the church in which he had been
and which he had done so much to organize after the Revolu-
ry war. Probably he was at his best when addressing a deliber-
body, or acting as a councilor upon a committee. In these two
ions he was unexcelled, and it was his eminence and reputation
counselor and legislative speaker that led his successor, Dr. Car-
n, to say at his burial, "By his talents he was fitted to fill any
situation, and by his eloquence to adorn the halls of our National
slature." He died when 85 years of age, in the year 1848, at Phila-
lia, and was buried at Princeton in the cemetery where his pre-
ssors were at rest.

ter the resignation of Dr. Green the trustees elected as president
ohn H. Rice, of Richmond, Va. Dr. Rice was the pastor of the
yterian Church in that place, an eloquent and widely popular
cher, an influential writer on ecclesiastical and theological subjects,
ply interested in collegiate and theological education. Owing
severe illness with which he was suffering at the time of his
ion, and which continued for several months, he was unable to
ed to the invitation until the 14th of March, 1823. In a letter of
date he declined the position, believing that he was called to
in the South, and not long afterwards he accepted a call to the
of systematic theology in the theological seminary at Hampden
y, Va. The trustees appointed Professor Lindsley to the vice-

presidency, and put upon him the duties of the higher office until the president-elect's arrival in Princeton. Mr. John Maclean was made teacher of mathematics and natural philosophy. Professor Lindsley, Mr. Maclean, and two tutors constituted the faculty, and about 80 students were in residence. On receiving Dr. Rice's declinature, the trustees at once elected Vice-President Lindsley to the presidency; but Dr. Lindsley declined, probably because the election was not unanimous. The board then chose the Rev. James Carnahan, a native of Pennsylvania, and, at the time of his election, 48 years of age. Through both father and mother he was descended from Scoth-Irish Presbyterians who had settled in the Cumberland Valley. His father had been an officer of the army of the colonies during the Revolutionary war. Mr. Carnahan was graduated at Princeton in 1800 with high honor. After a year's theological study under the Rev. Dr. John McMillan at Cannonsburg, Pa., he returned to Princeton, and was for two years a tutor in the college. Although earnestly pressed to remain, he resigned in 1803. He labored first as a pastor, largely in the State of New York, and afterwards as a teacher. For eleven years preceding his election he taught with great success an academy at Georgetown, in the District of Columbia. He was highly esteemed throughout the communion of which he was a minister as a man of excellent judgment and absolute devotion to whatever work he gave himself.

The condition of the college was such as to make the office of president anything but inviting. The students were few. The income was small. There was almost no endowment. Repeated efforts had been made to increase the permanent funds, but it appeared impossible to excite any general interest in its welfare. There were conflicting views within the board of trustees as to the general policy of the college, and the personal relations between some of the members of the board were severely strained. Happily, Dr. Carnahan was unaware of the whole truth when the office was tendered to him. Had he known all he would undoubtedly have declined. Indeed, so depressed was he by these difficulties that not long after his acceptance he made up his mind to abandon the office, and he finally retained his place only because of the earnest pleadings of his young colleague, Professor Maclean.

Notwithstanding these exceptional burdens and perplexities, his administration after a few years became and continued to be singularly successful. The number of students was largely increased. The curriculum was enriched. The faculty was enlarged by the foundation of new chairs and by the election of professors, some of whom became eminent in their respective departments and whose memories are to-day among the most highly valued possessions of the university. The general catalogue contains the names of 30 professors who were elected during Dr. Carnahan's presidency. Among them are several of the most distinguished names in the annals of American science and letters. The discipline of the college, though lenient, was firmly and

ably administered, and the influence exerted by the college on the nts during their residence had never before been stronger or more icent.

• success of Dr. Carnahan was due in part to his calm tempera- the fine balance of his faculties, his unselfish devotion to the ge, and his patience under adverse conditions; partly to the liberty tion granted by him to his younger colleagues in the faculty, and ly to the remarkable enthusiasm, energy, and intelligence of the r professor, John Maclean, who, in 1829, when not yet 30 years of was elected vice-president of the college. Those who remember Maclean only in his later years will have difficulty in bringing e them the man who, as vice-president, shared with Dr. Carnahan uty of determining the general policy of the college, and of taking itiative in the election of professors for chairs already established, nding new chairs, in enlarging the number of students, and in ng the principles of college discipline. He was a man of quick igence, able to turn himself to almost any teaching work, always to change his work or to add to it, and always willing to accept uction of income. He was especially vigilant in looking out for and additional teachers, but at all points he was alert, and his one tion was the prosperity of the college. Between Dr. Carnahan Dr. Maclean there existed, from the beginning to the close of the er's administration, a warm and intimate friendship. Each was ctly frank with the other; each highly valued the other; each supplemented the other, and each was ready to efface himself or ork to the point of exhaustion in the interests of the institution. but justice to the memory of both of them to say that the adminis- on of Dr. Carnahan, especially from 1829 until his resignation in was a collegiate administration, in which the two colleagues ed as one man, the distinctive gifts of each making more valuable of both.

on after Dr. Carnahan's election the college lost the services of President Lindsley, who, as professor of languages, had done to give the college fame. He was popular both in the college beyond [illegible] and his popularity was deserved. He was invited to [illegible] of prominence in educational institutions, both before [illegible] left Princeton in order to become president of Cumberland [illegible] Tennessee. He was high spirited and unduly sensitive, [illegible] duty, but enthusiastic; and as a teacher "one of [illegible] Dr. Maclean, of whom I have any knowledge."

[illegible] Dr. Lindsley retired, the smallness of the faculty compelled [illegible] remaining members to do an extraordinary amount of teach- [illegible] administrative work, and it became evident that the [illegible] must shortly be enlarged. The Rev. Luther Halsey was [illegible] professor of chemistry and natural history, and his acceptance [illegible] elder colleagues. The change in administration

made discipline difficult, and the faculty appear to have begun Dr. Carnahan's administration by making one or two serious mistakes, and thus to have been responsible for an exodus of students to Union College. One was that of invoking the civil authorities to aid the college in inflicting punishment in a case in which college discipline ought to have been regarded as sufficient. The faculty voted, against the opposition of the president and vice-president, that the offenders should be handed over to the secular arm. These mistakes were not repeated. In 1826 the first young men's Christian association connected with any college in the United States was organized in Princeton under the name of "The Philadelphian Society," and from that time to the present it has continued the central organization of the students for religious work. The same year at commencement the first Alumni Association of Nassau Hall was formed, with James Madison, of Virginia, as president, and John Maclean as secretary.

The college continued a small institution until 1828 or 1829, when the policy of increasing the professors began to be energetically prosecuted. In this policy is to be found the chief cause of the success of Dr. Carnahan's administration. In 1829 Prof. Robert B. Patton, the successor of Dr. Lindsley as professor of languages, resigned. His resignation was a great loss to the college. He was so able a teacher as fully to have maintained the reputation which the college had secured for instruction in language during Dr. Lindsley's life in that chair. It was at this time that the board of trustees, in 1830, took the bold step of appointing six new professors, transferring, in order to do so, Professor Maclean to the chair of ancient languages and literature. Prof. Albert B. Dod was given the chair of mathematics; Professor Vethake, who had expressed a wish to return to Princeton, the chair of natural philosophy; John Torrey[1] was made the professor of chemistry and natural history; Dr. Samuel L. Howell was called to the chair of anatomy and physiology; Mr. Lewis Hargous was made professor of modern languages, and Mr. Joseph Addison Alexander[2] was appointed adjunct-

[1] John Torrey, M. D., LL. D., was born in New York August 15, 1796, studied medicine and was admitted to practice in his native city. He was professor of chemistry at Princeton from 1830 to 1854. His fame rests chiefly on his contributions to botany. His active labors in this department were begun in 1815 and continued to the close of his active life. His student and associate in labor and especially in the publication of the Flora of North America, 1838-1843, Asa Gray, afterwards of Harvard, has written a sketch of his life, published in the Biographical Memoirs of the National Academy of Sciences, Washington, 1877. On his retirement from Princeton he recommended as his successor his pupil, Dr. J. S. Schanck, LL. D., now emeritus professor of chemistry.

[2] Joseph Addison Alexander, D. D., was born at Princeton April 24, 1809. He was graduated with the first honor of his class in 1826. After his resignation of his chair in the college he was elected associate professor of oriental and biblical literature in Princeton Theological Seminary. In 1840 he was elected professor; in 1851 he was transferred to the chair of biblical and ecclesiastical history, and in 1859 to the chair of Hellenistic and New Testament literature. He died in 1860. His power of

ssor of ancient languages and literature. No braver step was taken by an American college. It was soon justified by a large ase in the number of students. While the whole college had ered up to this time less than 100, in 1830 and 1831 67 new ents were received. The next year there were 139 in the college, the number rose, roughly speaking, year after year, until the ning of the civil war. The most remarkable increase is that in lecade between 1829 and 1839. In 1829 there were but 70 stu-, while in 1839 there were 270. The election of the six professors named was only the initiation of a policy that was faithfully exe-l during the whole of the administration. Two years later the ge secured the services of Joseph Henry, whose exceptional great-as a man of science gave celebrity to the institution, and whose parent goodness endeared him to both colleagues and students. 833 James Waddell Alexander[1] was elected professor of belles-es. In 1834, Stephen Alexander[2] was added to the faculty. In-, it may be said that the catalogue of professors, beginning in

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y acquiring knowledge and his extraordinary memory enabled him to read in y five or more languages. His interest in them was rather literary than philo-l. His wide cultivation, his fine gifts of expression, and his enthusiasm in arship and literature made him a brilliant and stimulating lecturer in every tment conducted by him. His essays, sermons, and commentaries show him to been an exact scholar as well as a man of letters. His published works are and valuable. All of them show remarkable talents, and some of them genius; ies do not fairly exhibit either the high quality of his intellect or his fertility. ere written rapidly, as though he were impatient to pursue another of the subjects to which his large and various knowledge invited him. Few Ameri-enjoyed as thoroughly as he did a scholar's life, and very few have brought he lecture room so much of inspiration for their students. He was thought to most gifted member of a singularly able family. He was a man of fine sin-of character; a devout, humble, and believing Christian.

mes Waddell Alexander, the son of the Rev. Archibald Alexander, was born graduated at Princeton College 1820 and studied at Princeton ogical Seminary. Besides being professor in the college, 1833–1844, he was at the theological seminary, 1844–1851; pastor of the Presbyterian Church eton, N. J., 1828–1830; editor of the Presbyterian at an earlier date, and Fifth Avenue Presbyterian Church, New York, from 1851 until He was a gifted and cultivated man. He read widely, reflected ngly on a great variety of subjects. He was one of the valued contributors to the Princeton Review, from its death. His love of letters was a passion only less command-t than his religion. Upon all his students and parish-was made by his ability, cultivation, refinement, and nts appear also in his letters, as in all his published beauty of his features, his engaging social qualities, purity and unselfishness enabled him, in whatever er influence on individual men than most men in the He was an example of the highest type of Christian by the American Church.

in Schenectady, N. Y., September 1, 1806. He was 1824, and studied theology for two years at Princeton

ALEXANDER HALL.—FRONT.

father, the Rev. Jacob Green, a graduate of Harvard, was one of the trustees named by Governor Belcher in the second charter; his grandfather, the Rev. John Pierson, a graduate of Yale, was one of the promoters of the college and a trustee under the first charter; and his great-grandfather, Abraham Pierson, a graduate of Harvard, was one of the founders of Yale, and its first president and rector. His father had acted as president of the college, with the title of vice-president, during the period intervening between the death of Jonathan Edwards and the election of Samuel Davies. Ashbel Green was born at Hanover, in Morris County, N. J., in 1762. He was graduated at the college in 1793, and delivered the valedictory oration. Immediately after graduation he was appointed tutor; and two years afterwards was elected professor of mathematics and natural philosophy. After holding his professorship for a year and a half, he accepted a call from the Second Presbyterian Church of Philadelphia. In this position he had from the beginning an eminent career. His fine presence, courtly manners, and prominent family connections made him a prominent citizen of Philadelphia. As Philadelphia was the national capital, he was brought into intimate contact with some of the most eminent men of the country. His autobiography is one of the interesting personal records of the period. He had scarcely been settled in Philadelphia when the work of reorganizing the Presbyterian Church for the now independent United States was begun. This work was contemporaneous with the formation of the Federal Constitution. Young as he was, no minister of the church, not even Dr. Witherspoon, was more influential in this important and difficult work. From the first he was in favor of the separation of church and state, and strongly advised those changes in the Scotch Confession of Faith which placed the Presbyterian Church of this country specifically on the platform of the widest religious liberty.

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them without waiting for an endowment. What a remarkable addition in point of numbers there was to the teaching force of the institution while Dr. Carnahan was president will be seen from the fact that during the whole life of the college up to his presidency only 14 professors had been appointed, while during his administration alone there were 30. Of course, some plans were adopted which failed. As early as 1834, a year in which other additions to the faculty were made, as that of Professor Hart[1] to the department of languages, it was seriously attempted to establish a summer school of medicine. The

[1] John Seely Hart, LL. D., was born in Stockbridge, Mass., January 28, 1810. Graduating at Princeton College in 1830, he taught a year in Natchez, Miss., and returned to Princeton in 1832 as tutor of the classics, becoming, in 1834, adjunct professor in the same department; principal of Edgehill School at Princeton, 1836–1841; of the Philadelphia High School, 1842–1859; of the New Jersey State Normal School at Trenton, 1863–1871; he was chosen professor of rhetoric and the English language at Princeton in 1872, having, during his residence at Trenton, given yearly lectures at Princeton, 1864–1870, on "English philology and letters." Resigning his professorship in 1874, he returned to Philadelphia, busily engaging in literary and especially Shakespearean studies to the time of his death, March 26, 1877. His untiring industry may best be seen from the number and character of his published works, appearing, as they did, at comparatively brief intervals, for a continuous period of thirty years. In 1844 he edited the Pennsylvania Common School Journal and in 1849–1851 Sartain's Magazine. Founding the Sunday School Times in 1859, he edited it till 1871. He published the Reports of the Philadelphia High School, 1842–1859, and in 1844 a Classbook of Poetry and a Classbook of Prose. In 1847 there appeared his Essay on the Life and Writings of Spenser. In 1868, In the Schoolroom was issued; in 1870, his Manual of Composition and Rhetoric; in 1872, his Manual of English Literature; in 1873, his Manual of American Literature, and in 1874, his Short Course in English and American Literature. In such a list of books as this Dr. Hart's versatility is clearly seen, while special emphasis should be laid upon the fact that few, if any, authors of his time were more conscientiously and zealously devoted to the cause of education in America, having given, as he did, over forty years of his active life to strictly educational work. This was, in fact, his vocation, and he worthily fulfilled it, both within the sphere of secondary and higher learning. As editor, professor, and author he aimed to raise the standard of the day in American schools and colleges, and especially to advance the study of English as a language and a literature. It is to the lasting credit of Professor Hart that when instruction in English was lamentably deficient in our best institutions he insisted that it should be given a larger place and command a better grade of teaching talent. To this high end he taught and labored and prepared his several educational manuals within the specific department of English. The fact that these manuals are now superseded by modern text-books in keeping with the newer needs of the age is in no sense a proof that in their place and way they did not meet an existing educational demand and point the path to still better agencies and results. Dr. Hart was in no sense a great educator, as was Thomas Arnold, of Rugby, or as Wayland and Hopkins, of America, were. He was, however, a patient, painstaking, and helpful guide to students. He was in no sense an original and wide-minded author or investigator. He was, however, a discriminating collator of facts and data and did invaluable work for those who were to follow him, nor did he ever forget in his educational efforts the higher demands of character and conscience. In the developing educational progress of the country he had an honorable place and did a worthy work, and must in justice be named among those who have made valid contributions to the cause of sound learning. (MS. of Prof. T. W. Hunt.)

design was given up, owing to the death of the professor of anatomy and physiology, and was never revived. In 1846, a law school was founded and three gentlemen were elected professors. The lectures were kept up with much spirit for two years, but the school was then discontinued. The position of the college was not favorable to the establishment of professional schools of law and medicine, and from that time on no attempt was made to establish them.

The growth of the college compelled the authorities to provide increased accommodation for the students. Two dormitories were erected, East College in 1833 and West College in 1836, each four stories in height; they were built of stone, with brick partitions, and fire-proof stairways of iron, and the stairs inclosed in brick walls. Each of the dormitories gave accommodation to 64 students. The college authorities were unable to gratify their taste in their construction; but for sixty years and more they have served their purpose well, and it is probable that no investment of the college has yielded a larger return. The cost of erecting each was less than $14,000. The growth of the college led also to increased activity in the two literary societies. Up to this time they had no homes of their own. The meetings were held in rooms provided by the college in the building now known as the college offices. But in the winter of 1836–37 two new halls were built. The description of one will serve for both. "Whig Hall," says Professor Cameron, "is a building in Ionic style, 62 feet long, 41 feet wide, and two stories high. The columns of the hexastyle porticoes are copied from those of a temple by Ilissus near the fountain of the Callirhoe, in Athens. The splendid temple of Dionysius in the Ionian city of Zeos, situated on a peninsula of Asia Minor, is a model of the building in other respects." During the administration of Dr. Carnahan, the college gained immensely not only by the separate, but also by the associated energies of the able men who formed the faculty. Their meetings were frequent and the exchange of ideas led to a higher and increased activity in all departments, discipline, examinations, lectures, and recitations. The scientific researches of its eminent professors—for not a few of them became eminent—added to the reputation of the institution and gave it a standing which it had never before enjoyed as an institution of learning. Indeed it may be said that in the sense in which it had been an eminent home and nursery of patriotism in the days of Witherspoon, it was now a great institution for the cultivation of the sciences and the liberal arts. From time to time, however, the college sustained great losses by the death or the removal to other institutions of several important members of the faculty. Joseph Addison Alexander, after three years of work, was seized by the theological seminary, where, until his death, he had a brilliant career. Joseph Henry, after laboring for sixteen years in the chair of natural philosophy and making discoveries in the sphere of science and performing inestimable services for his country, was called, in 1848, to the Smithsonian Institution.

rt B. Dod, who was brilliant not only in the chair of mathematics, n the pulpit and in the pages of the Review, died in 1845;[1] and s W. Alexander, whose cultivation and fertility as a writer entitle o say of him that he might have become one of the most eminent merican men of letters, felt it his duty to become a pastor, and ned in 1844. These were great losses, but men of ability were at called to the vacant places, and the large work of the institution ot suffer. Dr. Elias Loomis, and after his resignation Professor ıllock, took the place of Joseph Henry. Dr. Hope, a man of charm- hristian character as well as a wise and stimulating teacher, suc- d Dr. James Alexander; and Stephen Alexander, a graduate of n College, who became eminent as an astronomer, a man of enthu- ı and eloquence, whether he spoke on scientific or religious subjects, the place of Professor Dod. By nothing is the intellectual life of ollege at this time more clearly shown than it is by the fact that e 30 professors elected during Dr. Carnahan's administration about alf were its own graduates.

. Carnahan resigned in 1853. In the thirty-one years of his nistration 1,677 students were admitted to the first degree of the

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my student days there was a professional constellation in the faculty that for [illegible] has rarely, if ever, been equaled in any American institution. It was our [illegible] to be instructed in mathematics by Albert B. Dod, in physics by Joseph [illegible] in belles lettres and Latin by James W. Alexander, in astronomy by Stephen [illegible], in chemistry and botany by John Torrey. Dr. Maclean's rare talent for [illegible]ship was strikingly exhibited in the selection and collection of such a group [illegible]ators at a critical period in the history of the college. All but one of the [illegible], at that time the most conspicuous, lived to accomplish the full career of dis- [illegible]on of which their early professorial life gave promise. With the eminence to [illegible] these attained all are familiar. Few, however, at the present day appreciate [illegible]ore an intellectual bereavement Princeton suffered in the death of Albert B. [illegible] the prime of his early manhood. His intellect was notable for the versatil- [illegible] as the rarity of his genius. He seemed alike eminent in mathematics, in [illegible] philosophy, in literature, in æsthetics, and in theology. Though his [illegible] when but 30 years of age, no one had contributed more largely to the [illegible] of the Princeton Review, not only in this country but Great Britain, [illegible] profound and scholarly articles on "Analytical Geometry," "The Vestiges of [illegible]," "Transcendentalism," including an exhaustive discussion of Cousin's [illegible] "Architecture," Finney's "Sermons and Lectures," "The Elder [illegible] agitated the Presbyterian Church, and "Lyman Beech- [illegible] any college or university had in its curriculum a course [illegible] intellectually and æsthetically instructive than Professor [illegible] lectures," covering the whole field, Egyptian, Grecian, Roman, [illegible] were delivered without manuscript and held the audi- [illegible] interesting information, subtle analysis of principles, ele- [illegible] brilliant rhetoric, delivered with the ease of a [illegible] with frequent passages thrillingly eloquent. The same [illegible] characterized his sermons. Those who remember Professor [illegible] preacher are frequently reminded of him when listening to the [illegible] Had Professor Dod's life been spared, as the lives of [illegible] to bring forth fruit even to old age, among the many [illegible] attained high distinction his name would have been con- [illegible] of J. J. Duffield.

arts, the annual average being over 54. Of these 73 became presidents or professors in colleges or other seminaries of learning; 8 became Senators of the United States; 26 members of the national House of Representatives; 4 were members of the Cabinet, and a large number became eminent in the liberal professions. The number graduated during his presidency was larger than the number graduated during the administrations of all of his predecessors. While he was in office, the relations between the trustees and the faculty and between the members of the faculty were singularly harmonious. The students enjoyed a larger measure of freedom than during any earlier administration. And when students were disciplined, the welfare of the students had quite as much influence as the welfare of the institution in determining the chastisement.

In his letter of resignation Dr. Carnahan paid a high tribute to his colleague, Vice-President Maclean. After the remark that Dr. Maclean was the only officer living of those connected with the college when his presidency began, Dr. Carnahan said: "To his activity, energy, zeal, and devotion to the interests of the institution I must be permitted to give my unqualified testimony. We have passed through many trying times together. In time of need he was always at his post without shrinking; he was always ready to meet opposition in the discharge of what he thought to be his duty." Dr. Carnahan lived six years after his resignation. He was chosen a trustee of the college, and his successor says of him: "In every respect he was a helper to his successor and gave him his cordial support both in the board and without." He died on the 3d of March, 1859, and was buried at Princeton by the side of his immediate predecessor, Dr. Ashbel Green.

It was ordered that in December, 1853, at the stated semiannual meeting, the board should elect a president of the college. Three gentlemen were named for the position, two of them without their consent. One was Joseph Henry, secretary of the Smithsonian Institution, who positively declined to be a candidate. Another was the Rev. Dr. David Magie, of Elizabeth, N. J., a graduate of the college, an eminent preacher and pastor, and one of the trustees, who, notwithstanding his earnest advocacy of Dr. Maclean's election, received several votes. The third was Dr. Maclean, vice-president of the college. Dr. Maclean was elected. He took the oath of office and delivered his inaugural address at the commencement of 1854. His address was partly historical and partly an exposition of the policy to be pursued during his administration. The new president was a native of Princeton, and was born on March 3, 1800. He was the son of the college's first professor of chemistry. He was graduated in the class of 1816, and was its youngest member. For a year after graduation he taught in the classical school at Lawrenceville. In 1818 he became a tutor, and from that date until his resignation as president in 1868 he was a member of the faculty. His whole active life was thus given to the college. He interested himself only in such objects as were in harmony with the

ests of the college. He taught at various times mathematics, nat-
philosophy, Latin, Greek, and the evidences of Christianity. He
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are shown in the chairs he filled. In his younger life he was an
and stimulating teacher; but the burden of administration was
upon him soon after he became a teacher, and the exceptional
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pastorates at Utica and Rochester, N. Y., in which last city his ministry was
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were working with Whitney along those lines of linguistic investigation. His studious devotion to the subject of "The Arrowhead Inscriptions" was worthy of a specialist in that department. To this distinctively philological and archæological work he added a wide rhetorical and literary culture, especially as applied within the sphere of English studies, and published at the close of his college professorship a work entitled Elocution: The Sources and Elements of its Power, which evinces a high order of ability from the fact that it vitally connects, and almost for the first time, all real training and expression with the profoundest processes of the human mind. Dr McIlvaine was still further a pronounced political economist of the school of Carey and sought with unabated zeal to connect in vital union the highest interests of human society with the highest demands of ethical law. Teaching this subject when a professor at Princeton, he gave to it much of his best thought, awakened in its study a genuine enthusiasm, and lifted the whole department from the lower level of the merely economic to that of the moral and Christian. It was in connection with this line of work that he became such an ardent advocate of the pronounced acknowledgment of God in the Constitution of the United States. Still again, Dr. McIlvaine was a theologian of no inferior order, broad-minded and yet analytic and acute. Thoroughly versed in the content of Scripture and the high truths of Christian theology, he thought and wrote and spoke on these topics with manifest ability and convincing urgency. His published works in these directions, The Tree of Knowledge of Good and Evil, and The Wisdom of the Holy Scripture, especially the latter treatise, are a sufficient evidence of the depth and range of his theology. It was here that much of his power as a preacher lay—in the strong and vital hold that he had on the great cardinal truths of the gospel, so that he presented them in vital manner. Dr. McIlvaine was a notable example in his preaching of the union of marked intellectuality with fervent spiritual power. His thought and experience were inseparably fused, and it is not at all strange that his sermons in the college chapel were often eloquently and spiritually impressive, and had, under God, a molding influence over hundreds of young men. Not a few of his sermons were made doubly potent by the sharp trials through which he was called to pass and which he bore with quiet and heroic fortitude. As a professor in the class room Dr. McIlvaine had exceptional gifts, being in many respects a great teacher. His conceptions of truth were clear and vivid, his personal judgments strong and deep-rooted, his discriminating logic keen and searching, and he had, withal, a gift of statement and expression which enabled him to enforce and impress his teachings. His great power as a teacher lay in his suggestiveness. He never attempted to exhaust a subject, but simply to unfold it to the view and examination of the student. He had a rare faculty of detecting the salient ideas and principles of a subject, of throwing out germinal suggestions so as to make thinkers of students and cast them largely upon their own mental resources. Such an order of instruction is more than mere instruction; it is construction and promotion, and with all the advances of higher education far too seldom seen among us. In a word, Dr. McIlvaine was a thinker and scholar and writer and teacher and preacher of unquestioned ability and possessed an individuality of mind and character as unique as it was impressive. More than this he was, in his place and way and up to the full measure of his opportunity, a distinctive moral and educational force, and has left an impress upon his generation which is not more visible than it is only because it is so deeply hidden within the lives of his pupils and parishioners.—MS. of Prof. T. W. Hunt.

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interests of the college. He taught at various times mathematics, natural philosophy, Latin, Greek, and the evidences of Christianity. He acquired knowledge with great ease, and his wide intellectual sympathies are shown in the chairs he filled. In his younger life he was an able and stimulating teacher; but the burden of administration was laid upon him soon after he became a teacher, and the exceptional executive ability shown by him led his colleagues to believe that it was his duty to subordinate his scholarly ambition to the welfare of the college. Dr. Maclean acquiesced, and in this way he was prevented from becoming eminent in any branch of study. It is not too much to say that up to his presidency Princeton had enjoyed the services of no chief executive officer who so completely sank his own personality in the institution he served. As has already been said, his untiring energies, his sagacious judgment of men and measures contributed largely to the success of the administration of Dr. Carnahan, and it was confidently expected that his own administration would at its close show an advance as great as that made between the death of Dr. Green and his own accession. In one important respect this expectation was not disappointed. It must be remembered to the lasting honor of most of the institutions of higher education in America that up to the close of the civil war they accomplished their great work for the church and state with almost no endowments. This is true of both Princeton and Yale. Speaking only of Princeton, after having been in existence one hundred and seven years, and after having made the noble record shown by the general catalogue and the statistics which have been given in this sketch, the treasury contained only $15,000 of endowments. It is almost incredible that all except this amount which had been received by the treasury was of necessity expended for the purchase of lands and the erection of buildings and the maintenance, year after year, of the work of the college. Besides maintaining the college and largely increasing the number of its students, Dr. Maclean, aided by his colleagues, and especially by Dr. Matthew B. Hope[1] and Dr.

[1] Dr. Hope's death, in 1859, was a great loss to the college. He was engaged just before his death in concerting measures for an increase in its endowment. Fortunately, so far as the duties of his chair went, the college secured an able successor in Prof. J. H. McIlvaine. "Joshua Hall McIlvaine was born in Lewes, Del., March 4, 1815. Graduating from Princeton College in 1837 and from Princeton Seminary in 1840, he entered upon his ministerial work at Little Falls, N. Y. Subsequently he held pastorates at Utica and Rochester, N. Y., in which last city his ministry was highly successful. In 1860 he accepted the chair of belles-lettres and elocution in Princeton College, his department in 1869 embracing also the subject of English language and literature. Called to the city of Newark, N. J., in 1870, he resigned his professorship to reassume the pastorate. Here he labored until 1887, when, once again, he returned to educational work as president of Evelyn College for Women at Princeton, of which institution he was himself the founder, and which at the time of his death, January 29, 1897, was completing the first decade of its history. Dr. McIlvaine was in his day a versatile scholar of high attainment. His special studies in Sanskrit and comparative philology, on which topics he lectured at the Smithsonian Institution, were carried on at a time when but few American scholars

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1830, and 1835. "The aggregate of gifts to the college," says Duffield, "during Mr. Maclean's administration was about $450,000." aggregate is probably a larger amount than the college had ved in gifts from its foundation to the beginning of Dr. Maclean's nistration. The accessions to the college were greatly increased. last year of Dr. Carnahan's administration the number catalogued 247; seven years later, in 1861, just before the beginning of the war, 314 students were in residence. But for the beginning of lities and the exodus of all the students from the South, the grad- ıg class of that year would probably have numbered nearly 100. life of the college during this period was in no respect different its life during the previous administrations. The same modes of ıing were pursued and the same policy in discipline was executed. aim of Dr. Maclean and his colleagues was to perfect the institu- as a college. They had tried the experiment of a university and, ey supposed, had failed. The summer school of medicine and the school had been abandoned, and the whole influence of the faculty exerted to develop the institution along the lines of the course of y leading to the first degree in the arts. In this Dr. Maclean and aculty were eminently successful. The curriculum was enriched the faculty was enlarged. How popular the college was and how y national it was in the support given to it will be seen from the that of the three hundred and more students in attendance during ollege year of 1859–60, more than one-third came from the South- States, and that 26 of the 31 States of the Union were represented e classes.

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class, a committee of which I was a member waited on several members of the y in order, if possible, to secure some mitigation of the penalty. Dr. Atwater ne of the professors we called on, and I shall not soon forget the dignified sy with which we were received or the wholesome and judicious advice which e us. I was very much impressed at the time with his kindly but command- resence, and conceived on the spot an admiration for the old man which with r acquaintance ripened into genuine regard. It was in my junior year that I ame to know Professor Atwater as a teacher. That was the relation in which s him best. He conducted classes in logic, metaphysics, economics, and politi- ience. He was somewhat old-fashioned in his methods, but was one of the most ve teachers I have ever known. Physically he was a very large man, with a what elephantine gait, and his English would have delighted the soul of Dr. on. But he had the faculty of making himself intelligible, and his subjects ate those that were most intelligently appreciated and understood by the [illegible] Atwater was very conscientious in his work and spared [illegible] bar to the average intelligence of his pupils. He had [illegible] good division and definition and a power of statement [illegible] the lapse of years, I still think to have been extraordi- [illegible] as a teacher, what endeared Professor Atwater to [illegible] fairness and just considerateness with which he treated [illegible] at the hands of other professors, we were perfectly [illegible] affectionately called him, would give us fair play, and in [illegible] disappointed. Dr. Atwater combined a considerate disposition

The success of Dr. Maclean's administration, as thus indicated, was achieved in spite of great obstacles. He had not been a year in the presidency when the college suffered a second time from the burning of Nassau Hall. It was destroyed by fire in 1855, and was rebuilt at great expense, the old chapel being enlarged and made the library. This expenditure had scarcely been made when the college was compelled by the financial panic which seized the country in 1857 to abandon for a time the project of increasing its endowment. A period of business depression followed, from which the country had not recovered when, in 1861, the Southern States seceded and the civil war began. No college in the North was so popular in the South as Princeton. As has already been said, at the beginning of the civil strife one-third of its students were living south of Mason and Dixon's line. When to this blow is added the enlistment of not a few of its students in the Union army and the diminution of the entering classes on account of the call of the country on its young men to defend the Union on the field of battle, the only cause for wonder is that during the four years of active hostilities the college maintained itself so well. With the close of the war the numbers of the students slowly increased. Three years after peace was declared—that is to say, in 1868—the entering students numbered 117—"the largest number," says Dr. Duffield, "up to that period in the history of the college." But just as the college was recovering the popularity which it enjoyed immediately before the war began, Dr. Maclean began to feel the burdens of age. His energy

with an eminently judicial temper. I used to think that in his case a great jurist had been spoiled in order to make a great professor. But none of the students of his time would have been willing to enrich the judiciary of the country at the expense of the Princeton faculty. I well remember going to Dr. Atwater on a number of occasions for advice. This was never refused. With what at the time seemed to me unnecessary minuteness the learned professor would indicate by a process of logical exclusion a number of alternatives that were not to be chosen. He would then say, "but if I were in your case, I think I should take the following course, to wit," and then he would outline a policy so eminently sensible as to carry instant conviction with it and leave nothing further to be said. Dr. Atwater was wise and conservative in counsel and seldom made a mistake. He was a man upon whose judgment not only the students but also his colleagues in the faculty leaned. He was a pillar in the church, being recognized as an authority in ecclesiastical law and a citizen who was profoundly interested in the welfare of his community and the nation. His ripe judgment came to be respected by our public men and legislators, who in times of perplexity came to him for counsel and guidance. Dr. Atwater's was a great, simple, and kindly nature. He was honest, open, and straightforward in all his dealings with his fellow-men. Anything like sharp practice or Machiavellian politics was wholly foreign to his nature. There was a simple dignity about the man that was truly Roman, and with it all he was animated by a childlike Christian spirit. His religion was as straight and as genuine as his life. Seeing his homely goodness from day to day, we students could not doubt the reality of the Christianity he professed. On that February day in 1883 when the dear old man died, the world lost a large and royal soul, but he left behind him the record of a noble life which is still a power in the hearts of all who knew and loved him.—MS. of Prof. Alexander T. Ormond.

not what it once was, and, what was more important, the war, ıg its other revolutions, had changed the views of many interested gher education concerning the college curriculum and college man- ıent. The Presbyterian Church of the North, which had been ed since 1838, was preparing the way for a reunion. The country entering upon a new life. Dr. Maclean felt that he should yield to ıer the position which for fourteen years he had occupied with conspicuous success. He resigned at the close of fifty years of al life, his resignation taking place at the commencement of 1868. he retired he employed his leisure in writing the history of the ge. One of his students has admirably said:

he intellectual character of Dr. Maclean it is not easy to form an estimate. ircumstances of the college forced him to give instruction in so many depart- that it would have been a marvel if he had found additional time to prove his in any. But so strong and facile was his mental energy that it developed a le degree of talent for almost every subject that interested him. He was able d the different chairs in Princeton, not through mere partiality; for, it is now n—what his modesty at the time concealed—that he received overtures from colleges to fill similar professorships with them. Dr. Matthew B. Hope,[1] than Princeton never had a shrewder judge of men, used to say that had Maclean himself to any particular study in science, philosophy, or language, he would

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tthew B. Hope, D. D., was born in central Pennsylvania, June 31, 1812, and t Princeton, December 17, 1859. He was a graduate of Jefferson College, of eton Theological Seminary, and of the medical department of the University of ylvania. He was licensed and ordained as an evangelist in 1835; went as a mary to Singapore, India, in 1836; returned home after two years, because of g health; was appointed financial secretary of the Presbyterian Board of Edu- in 1839 and corresponding secretary in 1842. In 1846 he resigned the secre- ip of the board for the professorship of the belles-lettres and political economy College of New Jersey. He was a man of excellent judgment, of clear insight, ong convictions, of high and solemn purpose, of strong individuality, direct, , without pride and without show. As a teacher of rhetoric he analyzed "the s and the laws underlying the process by which the convictions of the intellect t only conveyed from the speaker to the hearers, but transferred, in the act of vance, from the sphere of the intellect to that of the active powers." In other , he taught rhetoric both as a science and as an art. He had a subtle, analytic and, above all the other members of the faculty, he sought to make the stu- think. His classroom exercises were mental gymnastics. If the students in answers repeated the precise language of his book or lectures it worried him. style is the expression of the individuality of the man, such answers were no evidence to him that the students had mastered the subject and assimilated [illegible] plied them with questions to test them, and brought their [illegible] to light, it was with utter self-oblivion and an ardent desire [illegible] bring them to see the truth. His lectures on political [illegible] principle involved in the precept, "Thou shalt love thy [illegible] criticised an author, it was not with an air of superior [illegible] was seeking to exalt himself at the expense of the author, [illegible] truth and desire that the student might see and get the [illegible] through and through, a preeminently good man, and intensely [illegible] of the students. One of his ablest and most dis- [illegible] Gregory, says: "Dr. Hope was one of the most remark- [illegible] His was one of the most delicately organized natures I

easily have attained celebrity in it. If we doubt this, we may find a reason for the failure of Dr. Maclean to become a master in specialty, not in the lack of special ability, but rather in the possession of certain other intellectual impulses which made his thoughts overflow any single channel.[1]

But if he failed to attain eminence in any single direction, Dr. Maclean was eminently gifted as a counsellor. He grasped seriously the elements of any situation in which the college was placed and was as able as most men to discern the policy which it demanded. He knew men well. Quickly, and with a large degree of accuracy, he inferred character from conduct. He not only seldom made mistakes, but was extraordinarily successful in the selection or nomination of colleagues. His accurate estimate of men was shown clearly in his estimate of himself. Probably no man ever connected with Princeton College took his own measure more exactly. This knowledge of himself was due not more to his ability than to the sincerity of his character. This sincerity, with the magnanimity and charity that were blended with it, was recognized not only by those associated with him in the board of trustees and faculty of instruction, but also by his students and the people of the town in which he passed his life. "My immediate predecessor," says Dr. McCosh, "was John Maclean, the well-beloved, who watched over young men so carefully and never rebuked a student without making him a friend."[2] Dr. Charles Hodge called him the most loved man in America; and Dr. Ludlow gave apt expression to the feeling of all his students touching his personal interest in them in the remark: "St. Hildegarde used to say, 'I put my soul within your soul.' Dr. Maclean put his soul within the soul of the young man if ever a man did; he felt for us, he felt as he felt himself in us." It was the conviction of Dr. Maclean's sympathy with the life of each of his students, his readiness to sacrifice himself for their interests that gave him in his old age and retirement the love and honor and troops of friends that blessed his latest years. In the narrower and retired life he lived after his resignation he was as active as a philanthropist, though within a restricted field, as he ever had been. As he had lived beloved by all he died lamented by all August 10, 1886.

The resignation of Dr. Maclean having been accepted to take effect at the commencement of 1868 the trustees elected, as his successor, the

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ever knew. In it there was naturally the greatest delicacy of the senses, accompanied by remarkable keenness and breadth of intellect, depth of emotion, firmness of will, and sensitiveness of taste and conscience, and all dominated by absolute loyalty to Jesus Christ. As a teacher, educator, instructor, he was by far the ablest with whom I ever came in contact. * * * During the years of my connection with Princeton College he was preeminently the spiritual power in the institution, so far as that power was embodied in any one personality. I doubt if any man in any institution ever exerted greater transforming influence over his pupils than did Dr. Hope over those who came into closest relations with him."—MS. of Prof. S. Stanhope Orris.

[1] Memorial Address by James M. Ludlow, D. D.

[2] Life of James McCosh, p. 192.

Rev. Dr. William Henry Green, professor of Oriental and Old Testament literature in Princeton Theological Seminary. Though himself a graduate of Lafayette College, Professor Green's family had been associated with Princeton College from its foundation. Jonathan Dickinson, the first president of the college, and Caleb Smith, its first tutor, were among his ancestors; and among its distinguished graduates and benefactors have been some of his near relatives. For many years he had given himself exclusively to Oriental and Old Testament studies, but in his younger life he had shown fine gifts as a teacher in other departments, and had been the pastor of a prominent church in Philadelphia. It was felt not only that his acceptance would strengthen the hold of the college on the church which had in the main supported it, and bring to it new friends and enlarged endowment, but that Dr. Green's scholarship and character would greatly benefit the scholarship, the discipline, and the general life of the institution. The trustees received his declinature with great regret, but the news of it was heard at the theological seminary with the greatest pleasure.

Except that of Dr. Green, no name united the trustees until it was proposed that the Rev. Dr. James McCosh, professor of logic and philosophy in Queen's College, Belfast, Ireland, be invited to take the vacant chair. Dr. McCosh visited America in 1866, and his addresses deepened the favorable impression which his apologetic and philosophical writings had made. He was received and heard everywhere as a thinker and writer of deserved eminence. The writer of this sketch well remembers the large audience which gathered in the Fifth Avenue Presbyterian Church, one evening during this visit, to listen to his defense of the Gospels against the attack made upon them in Renan's Life of Jesus, and how fully he sustained the reputation which had preceded him. His views in philosophy were those which had been taught and defended at Princeton College, and his Scottish nationality and his residence in Ulster were an additional recommendation to the college of John Witherspoon and to the church of Francis Makemie. Moreover, the fact that he had taken the side of the Free Church at the disruption led the friends of the college to believe that he would be at home in a republic. The divided Presbyterian Church was about to reunite, and it was fortunate that Dr. McCosh had no memories of the theological and ecclesiastical battles which culminated in the division. For these reasons his acceptance was received with great pleasure and with confidence that the college would prosper and be enlarged during his administration. The Rev. Dr. Stearns, of Newark, a trustee of the college, was moderator of the New School Presbyterian General Assembly in 1868. While the assembly was sitting he learned of Dr. McCosh's acceptance. The writer happened to be standing by when he told the news to the late Dr. Henry Boynton Smith. Dr. Smith said: "It was a wise choice. He is a man of great ability. He may easily prove as great a gift to the church and state as John Wither-

spoon." While his acceptance awakened high hopes, no one anticipated his great and brilliant administration. Looking back upon it, now that it has been closed, it must be regarded as the most successful, and in important respects the greatest, administration the college has enjoyed. Undoubtedly Dr. McCosh was fortunate in the time of his presidency and in his colleagues. But greatness consists largely in seizing the opportunities which time offers; and not a few of his colleagues were his own students, who owed their inspiration to his teachings and example.

His administration is too recent to make appropriate an estimate of it like that which has been given of each of the earlier administrations. He is the last of the presidents who have completed their work. Such an estimate can be made only of a presidency which stands not at the close of but well within a series. Concerning one thing, however, there is no peril in making a positive statement. Whatever shall be the development of the institution hereafter, it must always be said of James McCosh that, while loyal to the foundation and to the history of the college, he, more than any other man, made it a university. Though it was not until after his death that the name was given, it should never be forgotten that the university life began in and because of his administration.[1]

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[1] The following minute of the faculty, adopted November 17, 1894, recognizes this fact:

"In recording the death of President McCosh, the faculty are not able to give adequate expression to their feeling. For many years their relations with him were closer than those of any other portion of the academic body, and their continued friendship with him since his retirement from office has only deepened the sense of bereavement and increased the veneration and love with which they have followed him to his grave.

"While presiding in the faculty, Dr. McCosh always commanded respect by his conscientious devotion to the college; by his fidelity in the routine of official duties; by his watchful supervision of the details of the whole administration; by his kindly interest in the labors of his colleagues; by his hospitable welcome to every new study and new teacher; by the wisdom and liberality of his plans for expanding the courses of instruction, and the wonderful efficiency and success with which he carried these plans toward completion.

"The results of his presidency have made a new epoch in our history. The college has virtually become a university. Its faculty has been trebled in numbers. Its alumni and friends have rallied around it with new loyalty. Munificent gifts have been poured into its treasury. Schools of science, of philosophy, of art, of civil and electrical engineering have been founded, with endowed professorships, fellowships, and prizes, and an ample equipment of libraries, museums, laboratories, observatories, chapels, dormitories, academic halls, and athletic grounds and buildings. We live amid architectural monuments of his energy, which other college generations after us will continue to admire.

"In his own department of instruction Dr. McCosh has raised the college to its proper eminence as a seat of philosophical culture. He did this primarily as a thinker, by original contributions to logic, to metaphysics, to psychology, to ethics, and to the intuitional school of philosophy; also as a writer, by the numerous works, written in a strong and clear style, with which he has enriched the philosophical literature of his time; and especially as an inspiring teacher, by training

e story of the life and work of this great president, it has seemed e writer, ought to be told here by those who knew him intimately vere associated with him in the work he did. Happily, the litera- is abundant and throws light from various sides on his striking nality, his gifts as a thinker, writer, and teacher, and his career president. For a biography detailed enough for our purpose we ndebted to his student, colleague, and intimate friend, Prof. ew F. West. This biography, illustrated by extracts from his biography and estimates of his ability and attainments by others knew him well, will for this article be the best history of his nistration. Professor West writes:

ely has academic history repeated itself with such precision and emphasis he person of James McCosh, who, though unique in his own generation, had prototype in the person of one, though only one, of his predecessors, President Witherspoon, the ruler of Princeton a century ago. Each of them was in

siastic disciples, who are now perpetuating his influence in various institutions rning. From this faculty alone a band of such disciples has borne him rev- y to his burial.

the sphere of college discipline Dr. McCosh aimed at the moral training of nole undergraduate community. The students were brought into more normal ons with the faculty. Vicious traditions and customs among them were ted. Their self-government was guarded and promoted, and their religious ound fuller expression in the new Marquand Chapel, Murray Hall, and the ul's Society.

the cause of the higher education Dr. McCosh became a leader at once con- ive and progressive. On the one hand he sought to retain the classics for disciplinal value and as fundamental to the learned professions and all true rship; and, for like reasons, the mathematics as essential to the sciences, er pursued as bodies of pure knowledge or applied in the arts. But, on the hand, he found due place for the host of new special studies—literary, his- l, political, artistic, technical—demanded by modern life and culture. His ural address 'On academic teaching in Europe' may be said to have struck ynote of the academic teaching in America.

the representative head of the college, President McCosh was always and where faithful to its Christian traditions. By his writings, lectures, and ses he defended 'Fundamental truths' in religion no less than in philosophy; dicated the 'Method of divine government,' physical as well as moral; he set the 'Typical forms and special ends in creation' as consistent with evolu- he showed the analogy of 'The natural and the supernatural,' and he main- logical 'Realism' and 'Theism' against the growing scepticism of the day. [illegible] discriminating conservatism was ever held in hearty sympathy the modern scientific spirit and his steadfast adherence to the principles of [illegible] narrowed his Christian sympathies. A leader in great [illegible] councils of the churches, he also consistently welcomed [illegible] denomination to their chartered privileges within our [illegible] of all creeds mingled in his funeral.

[illegible] has passed from public view, there remains among [illegible] associates, the charm of a unique personality and rare [illegible] enshrined in our memories with reverence and

[illegible] we can only tender our deepest sympathy, praying that [illegible] consolations which he himself taught during his life [illegible] death."

Dr. McCOSH.

point of ancestry a Covenanter, by birth a Lowland Scotchman, in his youth a student at the University of Edinburgh, in his manhood a minister of the Church of Scotland at a crisis in its history, and in that crisis an important figure, Witherspoon heading the opposition to moderatism and Dr. McCosh helping to form the Free Church. When already past the meridian of life each of them came to America to do his greatest work as president of Princeton, the one arriving in 1768 and the other in 1868. Though of different degrees of eminence in different particulars, they were nevertheless of fundamentally the same character, being philosophers of reality, ministers of evangelical and yet catholic spirit, constructive and aggressive in temper, stimulating as teachers, stout upholders of disciplinary education, men of marked personal independence, of wide interest in public affairs and thoroughly patriotic as Americans. The principles of college government on which Witherspoon acted Dr. McCosh expressly avowed. "These principles," he wrote, "were full of wisdom, tact, and kindness. I, without knowing them till afterwards, have endeavored to act on the same principles, but more imperfectly. 'Govern,' said he, 'govern always, but beware of governing too much.'"[1] Their presidencies were long and successful. Each lived the last twenty-six years of his life in Princeton, and it may be noticed as a striking final coincidence that they passed away a century apart, almost to the day—Witherspoon dying November 15, 1794, and Dr. McCosh on November 16, 1894.

James McCosh was born April 1, 1811, at Carskeoch Farm, on the left bank of the "bonnie Doon," just above the village of Patna, some 12 miles from Ayr, the county town of Ayrshire. In this region, so full of inspiring Scottish memories, his boyhood was spent, and in common with so many of his countrymen who have risen to fame he received his first education in the parochial school. In 1824, when but 13 years old, he entered the University of Glasgow, an institution already famous in the annals of the Scottish philosophy for the teaching of Reid and Hutcheson—a fit place for the young student to begin, who was later to write the history of the Scottish school. Here he remained five years. In 1829 he entered the University of Edinburgh, coming under the influence of Thomas Chalmers and David Welsh in theology and of Sir William Hamilton in philosophy. He had also some strong intellectual compeers among the students of that time. Such, for example, was Tait, afterwards archbishop of Canterbury. Incidents of Dr. McCosh's youth and student days formed the basis of many an interesting anecdote in his later years. Of such were his remembrances as a boy of the recurring anniversaries when his elders used to pledge with enthusiasm "the memory of Bobbie Burns." At other times he would dwell with fondness on one or another loved feature of the home scenery of Ayrshire or the talk of its people. The competition for intellectual honors at the university formed another theme. Then, too, the strong impress of Sir William Hamilton's personality as well as of his teaching was one of those things that delighted his Princeton pupils to notice, especially as seen in the way he treasured some remark of his great teacher. "Do you know the greatest thing he ever said to me?" Dr. McCosh asked one day of the writer. "It was this: 'So reason as to have but one step between your premise and its conclusion.'" The syllogism unified and turned into a rule of conduct! Well might such a vigorous maxim take the imperative form. And how vividly real it made the act of reasoning seem! It was toward the close of his student days at Edinburgh that Dr. McCosh wrote his essay entitled "The Stoic Philosophy," in recognition of which the university, upon motion of Sir William Hamilton, conferred upon him the degree of master of arts.

In 1835 he was licensed as a minister of the Established Church of Scotland. Toward the close of the same year he was elected by the members of the congregation minister of the Abbey church of Arbroath, the "Fairport" of Sir Walter Scott's Antiquary, a flourishing town in Forfarshire, on the eastern coast, 16 miles north of Dundee. While in this parish he made the acquaintance of the Rev. Thomas

[1] John Witherspoon and his Times, Philadelphia, 1890.

ie, eight years his senior, the minister of the neighboring parish of Arbilot, fterwards so celebrated in the Old Greyfriars pulpit in Edinburgh. They were il to each other in their pastoral work and counsel, and formed the nucleus of ıp of ministers who met to discuss with earnestness the impending dangers to hurch, consequent upon "intrusion" of ministers upon congregations by the n irrespective of the preference of the people. They promptly identified them- with the view that this subjection of the Church to the Crown was to be ht to an end, advocating, as Dr. McCosh had already done in his Edinburgh nt days, what was known as nonintrusion. In 1838, on the suggestion of Dr. ı, his former teacher, Dr. McCosh was appointed by the Crown to the charge Church at Brechin, a short distance from Arbroath. Brechin was an attrac- old cathedral town, with a large outlying country parish. In this arduous e he labored most assiduously in company with his colleague, the Rev. A. L. R. . Besides attending to his stated church ministrations and the regular visit- its congregation, he went abroad everywhere, preaching the gospel in barns, ens, and taverns, or in the open fields and wherever else he could do good.[1] ommunion roll gradually swelled until it included 1,400 persons. Meanwhile eclesiastical sky was darkening. The disruption of the Church of Scotland npending, and when in 1843 it had become inevitable, Dr. McCosh, in common hundreds of other ministers, surrendered his living. He at once proceeded to ize in his old parish a congregation of the Free Church, into which over 800 former parishioners followed him. He also rendered great service at this by organizing new congregations, providing them with preachers, raising and getting sites for the erection of new churches. "A good horseman," says f his best newspaper biographies,[2] "he rode long distances from place to place reached in barns, ballrooms, or fields, as was found necessary." In 1843 and llowing year he was a member of one of the deputations appointed by the al assembly to visit various parts of England and arouse nonconformist inter- the position of the Free Church. In 1845 he was married at Brechin to Miss lla Guthrie, daughter of the physician, James Guthrie, and niece of Thomas ie, his friend in his early ministry at Arbroath.

his round of active life, with all its details and distractions, he kept alive his sophical thinking, and in 1850 published at Edinburgh his Method of the Divine nment, Physical and Moral.[3] It was most favorably reviewed by Hugh Miller

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sruption Worthies: A Memorial of 1843. Edinburgh and London, 1881. The t of Dr. McCosh, written by Prof. George Macloskie, is found on pp. 343–348. e Scotsman, Edinburgh, November 19, 1894.

sooner did McCosh's heavy though pleasant labor in founding congregations Free Church relax a little than he began the composition of The Method of Divine Government, Physical and Moral. During the period of writing the [illegible] encouragement from his intimate college friend, William [illegible], who aided in the work incidental to publication. The [illegible] manuscript to Dr. Cunningham and Dr. James Buchanan. [illegible] after suggested some changes, which were adopted. The [illegible] 1850, and through Dr. Guthrie copies were sent to the two [illegible] in the world of abstract thought, Sir William Ham- [illegible] former announced his decision at once: "It is refresh- [illegible] distinguished for originality and soundness of thinking, [illegible] author of our own country." Hugh Miller said in the [illegible] of the compact and thought-eliciting complexion which [illegible] The first edition was exhausted in six months. An [illegible] soon afterwards, and that, too, sold rapidly. [illegible] editions in less than forty years and still has a sale [illegible] America. Time, therefore, may be said to have passed [illegible] Government.—Prof. W. M. Sloane's Life of McCosh.

and commended by Sir William Hamilton. It brought him at once into prominence as a philosophic writer of thought and clearness.[1] The story goes that Earl Clarendon, then lord lieutenant of Ireland, sitting down to read a copy one Sunday morning, became so absorbed in the book that he missed going to church, and read on till evening without stopping, and soon after offered Dr. McCosh the chair of logic and metaphysics in the newly founded Queen's College, in Belfast. Dr. McCosh accepted the offer, removing to Belfast in 1852, and

[1] The real importance of Dr. McCosh's work in philosophy was to a great extent obscured during his life by a certain lack of appreciation, of which he occasionally complained. "They won't give me a hearing," he would say, somewhat mournfully. And then he would cheer up under the assuring conviction that realism, as it was the first, would also be the final, philosophy. Dr. McCosh's position in philosophy suffered during his life from a kind of reaction against the Scottish school, which had set in with Mill's destructive criticism of Hamilton. It was also materially affected by the strong movement in the direction of evolutionary empiricism, of which Herbert Spencer was the exponent and leader. The dogmatic and positive tone of Dr. McCosh himself had doubtless something to do with the tendency to undervalue his work. There are other circumstances which must not be overlooked in estimating the value of Dr. McCosh's philosophy. It scarcely ever happens that a man is the best judge of his own work, or that the things on which he puts the greatest stress possess the most permanent value. Much of Dr. McCosh's work is of a transitional character. His whole attitude toward evolution, for example, is that of a transitional thinker, and although hospitable to the new, maintains, on the whole, the old points of view. Dr. McCosh, it may be said, accepted evolution provisionally, but he could scarcely be called an evolutionary thinker. Again, it is true of Dr. McCosh, as of most other men, that the principle and content of his work must be distinguished from the form in which he embodied it. Generally it is a failure to distinguish the principle from the accidental form that constitutes one of the greatest limitations of any thinker. This is certainly true of Dr. McCosh. The essence of all his doctrines was so associated in his mind with a certain mode of conceiving and stating them as to make the form seem essential to the doctrine. An example of this is his theory of natural realism in the sphere of perception, in which a certain mode of apprehending the object was deemed essential to the assertion of reality itself. Leaving out of view, however, accidental features and elements of a merely transitional character, it seems to me that Dr. McCosh has contributed several elements of distinct value to the thinking of his time. One of these is to be found in his treatment of the intuitions. At the time Dr. McCosh first became interested in the problems of speculation, intuitionism had suffered a kind of eclipse in the writings of Sir William Hamilton, whose attempt to combine Scottish epistemology with Kantian metaphysics had resulted in a purely negative theory of such intuitive principles, for example, as causality. Dr. McCosh harked back to Reid and reasserted the pure Scottish position against the unnatural hybrid of the Hamiltonian metaphysics. But he is not to be regarded as simply a reasserter of Reid. His wide acquaintance with the history of philosophy, as well as his keener faculty of criticism, led to a more careful and discriminating analysis of the intuitive principles of the mind as well as to a more philosophical statement of them. He also connected them with the three epistemological functions of cognition, judgment, and belief, in such a way as to bring them into closer relation with experience, and by recognizing a distinction between their cognitive and rational forms to admit the agency of an empirical process in their passage from the singular to the more general stage of their apprehension. Of course, where the reality of intuitive principles is denied, Dr. McCosh's interpretation of them will not be appreciated. But inasmuch as the affirmation of native elements in some form is likely to continue, the contribution of Dr. McCosh to intuitional thinking is likely to be one of permanent value. The one point on which Dr. McCosh was most strenuous was that of

continuing there until he came to Princeton. His class room was notable in many ways—for his brilliant lecturing, his interesting method of questioning, his solicitude for his students, and their enthusiasm for him. Besides fulfilling his regular duties, he served as an examiner for the Queen's University of Ireland, as a member of the distinguished board of examiners who organized the first competitive examinations for the civil service of India, and as an examiner for the Fergusson

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realism. He had a kind of phobia of all idealistic or phenomenal theories. This rendered him somewhat unduly impatient of these theories, and they sometimes received scant justice at his hands. But whatever his failings as a critic, there was no ambiguity about his own point of view. He was the doughtiest kind of a realist, ready at all times to break a lance in defense of his belief. Here, as elsewhere, in estimating the value of Dr. McCosh's work, it is necessary to observe the distinction between the principle and the form of his doctrine. Perhaps few thinkers at present would accept the unmodified form of his realism. But the positions he had most at heart, namely, that philosophy must start with reality if it would end with it, and that philosophy misses its aim if it misses reality and stops in the negations of positivism or Kantism—these are positions which a very wide school of thinkers have very much at heart. Dr. McCosh's realism is a tonic which invigorates the spirit that comes into contact with it and indisposes it to any sort of indolent acquiescence in a negative creed. In harking back to Reid, Dr. McCosh was recognizing intellectual kinship in more ways than one. The spirit of Reid, while pretty positive and dogmatic, was also inductive and observational. Reid hated speculation, and would not employ it except at the behest of practical needs. Dr. McCosh was a man of kindred spirit. His distrust of speculation amounted at times, I think, to a positive weakness. But his shrewd common sense, combined with a genius for observation and an intense love of fact, constituted perhaps the most marked quality of his mind. It has kept his work fresh and interesting, packed his books with new and interesting facts and shrewd observations, and has made them rich treasure houses for those who come after him. This is especially true in his psychological work. Here, where on account of the rapid advance of psychology in both method and content, the results of his generation of workers are fast becoming inadequate to the new demands, it ought not to be forgotten that Dr. McCosh was almost the pioneer of a new departure in psychology in this country; that his was the most potent in the advocacy of that marriage of the old science of introspection with physiology, out of which the new physiological psychology arose; that his example was potent in advocating the substitution of an observational for a closet psychology; and that while he contributed little to experimental results, the influence of his spirit and teaching was strongly favorable to them. Perhaps in the end it will be seen that Dr. McCosh rendered his most lasting service in the sphere of religious thought. In view of the tendency in many quarters to divorce philosophy from religion and insist that philosophy has no legitimate interest in the problems of religion, the attitude of Dr. McCosh is reassuring. That the problems of religion are the supreme and final questions in philosophy, and that no philosophy is adequate that is unable to find some rational justification, at least for a theistic view of the world—these were points on which he insisted as cardinal. Dr. McCosh was a profound thinker who saw clearly the necessity of a metaphysical groundwork of both morals and religion. His own theistic conviction was at all times firm and unclouded. But aside from the form of his individual beliefs his insistence on the questions of God's existence and man's relation to Him as the vitalest issues of philosophy, contains an important lesson for the time. In this connection, also, his relation to the evolution theory is noteworthy. It was in the religious aspect of this theory, and especially its bearing on theism, that he was most vitally interested. He early saw that a theistic conception of development was possible, and this prevented him from adopting the view of its extreme opponents and condemning it as necessarily atheistic and irreligious. He maintained the possibility of con-

scholarships, open to graduates of Scottish universities.[1] In 1858 he visited the principal schools and universities of Prussia, carefully acquainting himself with their organization and methods, and publishing his opinions regarding them in 1859. It was at Belfast he brought out his Examination of Mr. J. S. Mill's Philosophy, Typical Forms and Special Ends in Creation (in conjunction with Prof. George Dickie), The Intuitions of the Mind,[2] and the Supernatural in Relation to the Natural. In his church relations he was both an active promoter of evangelical piety and an efficient helper in ecclesiastical counsels. He helped to organize the ministerial support fund of the Irish Presbyterian Church, seeking to evoke liberality and self-support in view of the coming disendowment. In the face of much opposition he advocated giving up the Regium Donum. Arguments he used in this discussion were afterwards influential with Mr. Gladstone in connection with the disestablishment of the Church of Ireland.[3] He advocated a system of intermediate

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ceiving evolution from a theistic basis as a feature of the method of Divine government, and this led him to take a hospitable attitude toward the evolution idea, while at the same time it enabled him to become the most formidable critic of evolution in its really atheistic and irreligious forms. This treatment of the problem of evolution by a religious thinker possesses more than a transitional value. It correctly embodies, I think, the wisest and most philosophical attitude which a religious mind can take toward the advances of science during that period of uncertainty which ordinarily precedes the final adjustment of the new into the framework of established truth. On the question of Dr. McCosh's originality, I think this may be said: While it is true that he has added no distinctively new idea to philosophy, yet his work possesses originality in that it not only responded to the demands of the time, but also bears the stamp of the author's striking and powerful individuality. The form of Dr. McCosh's discussions is always fresh, characteristic, and original. He was an original worker in that his work bore the stamp of his time and personality and constituted part and parcel of the living energy of his generation.—Prof. A. T. Ormond.

[1] The Northern Whig, Belfast, November 19, 1894.

[2] The positive characterization of modern Princeton must begin with a description of its dominant mode of thinking, which is the philosophical. This is one of our many inheritances from Dr. McCosh. So habituated to this habit of mind is the Princeton teacher that he hardly realizes the strength of this prevailing tendency. A Harvard man is apt to measure things by literary standards, and a Harvard graduate who comes as an instructor to Princeton is apt to be surprised to find how pervasive and all but universal is this philosophical temper here. It is this cast or mode of thinking, rather than strict uniformity in philosophical beliefs, which is the most striking feature of the university's intellectual life. Traditionally, Princeton is committed to a realistic metaphysics as opposed to agnosticism, materialism, or idealism. The far-reaching importance of the last is, indeed, admitted, but the maturer judgment of Princeton's philosophers inclines to the acknowledgment of "a refractory element" in experience, which, while "without form and void," unless enmeshed in the categories of reason, refuses "wholly to merge its being in a network of relations." They prefer, therefore, to admit the existence of an impasse to a complete intellectual unification of the universe, than to purchase metaphysical unity at the cost of surrendering the judgments of common sense, and at the risk of discovering that the hoped-for treasure is but dross at the last.—Prof. W. M. Daniels, the Critic, October 24, 1896.

[3] When the right time arrived, Dr. McCosh lectured and wrote in favor of disestablishment and disendowment, and argued from his experience in Scotland for the inauguration of a sustentation fund by the Irish Presbyterians. This was the opening of a struggle which ended in the carrying out of all his views, greatly to the furtherance of religion, as the people of Ireland now confess.—Prof. George Macloskie in Sloane's Life of McCosh, pp. 120, 121.

schools to prepare for higher institutions of learning, and particularly labored for the great cause of a general system of national elementary schools. His own pupils attained marked success in the examinations for the civil service, and some of them became very eminent, one of them being Sir Robert Hart, the present chief of the Chinese customs service. He was not a man who could be hid, and so there is little to wonder at in the distinction he earned, whether evidenced by the respect of men like Chalmers, Guthrie, Hugh Miller, Sir William Hamilton, Dean Mansel, the present Duke of Argyll, and Mr. Gladstone, the kindly humor of Thackeray or the flings of Ruskin and sharp rejoinders of John Stuart Mill.

Dr. McCosh paid his first visit to America in 1866, receiving a hearty welcome. In June, 1868, he was called to the presidency of Princeton. He accepted the call after due deliberation, and arrived at Princeton October 22 of the same year. The story of the low condition of Princeton at that time, consequent upon the civil war, does not need to be told here. So far as equipment and numbers can speak, the tale is soon told. Excepting a few professors' houses, there are now on the campus only six buildings which were owned by the college when Dr. McCosh arrived. They are Nassau Hall, the old president's (now the dean's) house, the old chapel, the college offices, east college, and west college. There were but 16 instructors in the faculty, and about 250 students.

The institution was depleted, salaries were low, and academic standards had suffered, both in the way of scholarship and discipline. It had been a discouraging time in Princeton's history, and the self-denial of President Maclean and the band of professors who went with the college through the war has been only too slightly appreciated. The writer entered Princeton as a freshman in January, 1870, when the beginnings of Dr. McCosh's power were being manifested. His influence was like an electric shock, instantaneous, paralyzing to opposition and stimulating to all who were not paralyzed. Old student disorders were taken in hand and throttled after a hard struggle, outdoor sports and gymnastics were developed as aids to academic order, strong professors were added, the course of study was both deepened and widened, the ever-present energy of Dr. McCosh was daily in evidence, and great gifts were coming in. Everyone felt the new life. When the Bonner-Marquand Gymnasium was opened in 1870, the students' cheering was enough to rend the roof. It was more than cheering for the new gymnasium—it was for the new era.

It is not possible in this sketch to tell the story of the twenty years from 1868 to 1888, but the results may be indicated.[1] The campus was enlarged and converted

[1] A member of the first class that entered Princeton under the presidency of Dr. McCosh, I am called here to speak not for myself alone, but in the name of 2,000 old pupils who would pay the tribute of honor and love to the memory of our grand old man. We loved him because he loved Princeton. He was born in Scotland, but he was born an American and Princetonian. If you could have opened his heart you would have found Princeton written there. He was firmly convinced that his college, with its history, its traditions, and its Christian faith, was predestined to become one of the great American universities. "It is the will of God," he said, "and I will do it." A noble man, with a noble purpose, makes noble friends. Enthusiasm is contagious. Dr. McCosh laid the foundation of Princeton University broad and deep and strong, and he left behind him a heritage of enthusiasm, a Princetonian spirit which will complete his work and never fail. We love him because he loved truth, and welcomed it from whatever quarter of the wide heaven it might come. He had great confidence in God as the source of truth and the eternal defender of His true Word. He did not conceive that anything would be discovered which God had not made. He did not suppose that anything would be evolved which God had not intended from the beginning. The value of his philosophy of common sense was very great. But he taught his students something far more precious—to love reality in religion as in science, to respect all honest work and to reverence every fact of nature and consciousness as a veritable revelation from Almighty God.—The Rev. Dr. Henry Van Dyke's address at Dr. McCosh's burial.

PRINCETON UNIVERSITY, J. C. GREEN SCHOOL OF SCIENCE.

PRINCETON UNIVERSITY, ALEXANDER HALL ENTRANCE.

into a splendid park, every detail of convenience and beauty being consulted in the transformation.[1] The old walks were replaced with something substantial, grading and planting were carried out on an extensive scale, the drainage was remodeled, and many other such things, which seem small separately, but mean so much collectively, were attended to. The following buildings were added: The Halsted observatory in 1869, the gymnasium in 1869–70, Reunion Hall and Dickinson Hall in 1870, the Chancellor Green library and the John C. Green school of science in 1873, University Hall in 1876, Witherspoon Hall in 1877, the observatory of instruction in 1878, Murray Hall in 1879, Edwards Hall in 1880, the Marquand Chapel in 1881, the biological laboratory in 1887, and the art museum about the same time. The administrative side of the college was invigorated in many ways, a dean being added to the executive officering in 1883. The faculty was gradually built up by importation of professors from other institutions, and afterwards by training Princeton men as well. Twenty-four of Dr. McCosh's pupils are now in the faculty. The course of study was revised and made modern, without giving up the historical essentials of liberal education. Elective studies were introduced and developed, and the relating of the elective to the prescribed studies in one harmonious system was always kept in view. To the old academic course of four years, leading to the degree of bachelor of arts, courses leading to the degree of bachelor of science and civil engineer were added, and graduate courses leading to the university degrees of doctor of philosophy and doctor of science were organized.[2] The entrance requirements were improved in quality and were exacted with more firmness. The interior relations of the various departments of study to each other and to the general culture of the student were gradually better adjusted, and beginnings of specialized study founded on general culture were instituted. The use of the library was made of importance as a help to the students' regular class work. The two literary societies, Whig and Clio, were relieved of the distress under which they had suffered from secret societies, by exterminating these societies, and helped in their friendly rivalry by the establishment of additional college honors open to their competition. Old class room and chapel disorders slowly gave way before better buildings and improved instruction. Useful auxiliaries to the curriculum were encouraged, and, in particular, the president's "library meeting" was started. Here, month after month, the upper classmen met in large numbers to

[1] "I remember," said Dr. McCosh, "the first view which I got of the pleasant height on which the college stands, the highest ground between the two great cities of the Union, looking down on a rich country, covered with wheat and corn, with apples and peaches, resembling the south of England as much as one country can be like another. Now we see that height covered with buildings not inferior to those of any other college in America. I have had great pleasure in my hours of relaxation in laying out—always assisted by the late Rev. William Harris, the treasurer of the college—the grounds and walks, and locating the buildings. I have laid them out somewhat on the model of the demesnes of English noblemen. I have always been healthiest when so employed. I remember the days, sunshiny or cloudy, in April and November, on which I cut down dozens of deformed trees and shrubs and planted large numbers of new ones which will live when I am dead. I do not believe that I will be allowed to come back from the other world to this; but if this were permitted I might be allured to visit these scenes so dear to me, and to see the tribes on a morning go up to the house of God in companies."—Life of Dr. McCosh, pp. 195, 196.

[2] Indeed, the traditional university constitution—a semimonastic life, fixed terms of college residence, adherence to old academic custom, and a hierarchy of degrees—is found nowhere in more vigor than at Princeton. The true future of Princeton lies not in the development of professional schools nor in the pursuit of utilitarian studies, but in both the college and the graduate department is inseparably bound up with the cause of pure academic culture and learning.—Prof. W. M. Daniels, The Critic, October 24, 1896.

me paper by Dr. McCosh, some professor from Princeton or elsewhere, some alumnus or scholar attached to a university. Distinguished strangers got e habit of coming to see the college, and such visits as those of General Grant ner American dignitaries, and of the German professors Dorner and Christ- the Duke of Argyll, of Froude, and of Matthew Arnold were greatly enjoyed. by slowly working agencies a change in the way of growth, now rapid and pparently checked, was taking place. The impoverished small college was enovated, uplifted, and expanded; it was put on its way toward a university Its faculty and students increased, until in 1888 the 16 instructors had become of 43 and the students were over 600. Yet this gratifying increase is not the thing. It might have come and amounted to little more than a diffusion of ess. But it was qualitative as well as quantitative, for the college was y producing men, and a body of men having an intense esprit du corps of alue for the future solidarity of Princeton; for Dr. McCosh not only left his le mark upon them singly, but fused their youthful enthusiasms into one ing passion for Princeton as a coming university, democratic in its student oved by the ideas of discipline and duty, unified in its intellectual culture, the core. His relations with the students were intimate and based on his onviction that upon them ultimately rested the fate of Princeton. This con- meant more than that he saw in young men the coming men. "A college ls," he once said, "not on its president or trustees or professors, but on the ter of the students and the homes they come from. If these change, nothing p the college changing." To his eyes the movement that determined every- was the movement from below upward and outward, and the business of presi- rustees, and professors was to make this mass of raw material into the best t possible; but, first of all, the material must be sound if there is to be success product. The philosopher of elemental realty was never more true to his

think it proper to state," wrote Dr. McCosh, "that I meant all along that new and varied studies, with their groupings and combinations, should lead to mation of a studium generale, which was supposed in the middle ages to con- a university. At one time I cherished a hope that I might be honored to nce such a measure. From my intimate acquaintance with the system of ton and other colleges, I was so vain as to think that out of our available als I could have constructed a university of a high order. I would have ed in it all that is good in our college; in particular, I would have seen that pervaded with religion, as the college is. I was sure that such a step would een followed by a large outflow of liberality on the part of the public, such as oyed in the early days of my presidency. We had had the former rain, and I we might have the latter rain, and we could have given the institution a range of usefulness in the introduction of new branches and the extension of raduate studies. But this privilege has been denied me."—Life of McCosh, 214.

last remark by Dr. McCosh in this chapel was a memorable one. It was given years ago on a Sunday evening, in the simple religious service held here in se of the day. He had been asked repeatedly once more to preach in the [illegible] so often spoken, but had declined, from a fear that he [illegible] the strain. This simple and less exhausting service he [illegible] occasion to which I refer he read with a touching [illegible] apter of First Corinthians, that wonderful chapter in [illegible] on charity. Having ended the reading, he gave a brief [illegible] remarking on the great climax of the last verse, "And now [illegible] charity; but the greatest of these is charity." Then he [illegible] a few words on the first clause of the 9th verse, and [illegible] who heard it will not forget the scene as he said, "For we [illegible] with an almost triumphant tone, "But we know."—[illegible] Murray.

principles than just here. Given, however, a body of students of sound stock, he felt sure the desired results in their discipline and culture were obtainable by intelligent and patient treatment. First of all, as the negative condition of success, he insisted that idleness be done away with, otherwise nothing could be done to counteract the positive vices to which idleness gives occasion, and nothing to develop the mind by wholesome exercise. Next on his programme came an orderly and regular course of study to be pursued by the student without faltering. Then, in order to bind all the student's life into one and place him in the right direction, he depended upon the sense of moral responsibility, quickened and energized by Christian truth.[1]

It was a simple programme, and great as it was simple.[2] His capacity for detail was marvelous, and hence he could meet special individual needs as well as plan on the general scale. It seems as though his sanity of judgment and constant endeavor to develop normal character was the very thing that enabled him to recognize the kind and extent of departure from the normal standard in any student at any stage of development. Once he met a rather pompous undergraduate, who announced with some impressiveness that he could no longer stay in the church of his fathers, as he needed something more satisfying, and that he felt it proper to acquaint Dr. McCosh with the great fact. The sole reply was, "You'll do no such thing." And so it turned out. In answer to a cautiously worded long question put by a member of the faculty, in order to discover whether some one charged with a certain duty had actually performed it, the answer came like a shot, "He did." No more! How short he could be! To an instructor in philosophy whom he wished to

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[1] I should sadly fail in doing any justice to the memory of Dr. McCosh did I not lay a special emphasis on the Christian element in his administration. Amid all his high ambitions and large plans and unsparing labors for the college, he never forgot, and his faculty was never allowed to forget, that it should maintain the character and do the work of a Christian college. He believed profoundly that education must have a Christian basis. He was loyal to all the traditions of the past, and he sought to administer the office he held in the spirit of its noble charter. It was under his guidance that the practice of administering the holy communion at the beginning and close of the college year was instituted. It was to him a source of the truest joy when this beautiful chapel was reared by the generosity of the donor. He wrote the graceful inscription on yonder tablet. In private and in public, in active cooperation with the Christian society of the college, and in many a confidential talk with his students on the great themes of religion, he sought always to develop the Christian element in college life. I do not think he favored the idea of a college church. In fact, though a Presbyterian by deep conviction, he avoided anything which would divert attention from his own aim to make the college Christian rather than denominational. The catholicity of his spirit here was full and large. The legacy of devotion to the Christian element in college life he has left us is indeed a sacred and abiding one.—Dr. James O. Murray.

[2] What a figure he has been in Princeton history! I need not describe him. You can never forget him. You see him tall and majestic; his fine head resting on stooping shoulders; his classic face, with a voice like a trumpet; magisterial; with no mock humility—expecting the full deference that was due his office, his years, and his work. Here is the fruit of his life: the books he has written; the college that he has built; the alumni all over the land who are his greatest pupils. Through a quarter of a century and more he lived among us—a stalwart man, with an iron will; no mimosa he, sensitive, shrinking and shriveling at the touch of criticism; but a sturdy oak that storms might wrestle with but only heaven's lightning could hurt; loyal to conscience; deep in conviction; tender of heart; living in communion with God, and loving the Word of God as he loved no other book; he was the president who woke the admiration, and touched the hearts, and kindled the enthusiasm of Princeton men. No wonder they were fond of him.—President Patton's Memorial Sermon.

with the reality of the external world as against the teachings of idealism, he h a sweep of his hand toward the horizon "It is there! it is there! You know it! t!" Then, too, he was shrewd. In the case of a student, who pleaded inno- ough his delinquency was apparent to the doctor, who nevertheless wanted asy with him, the verdict was: "I accept your statement. You'll not do so On one occasion a visiting clergyman, conducting evening chapel service, n elaborate prayer, including in his petitions all the officers of the college, d in order from the president to the trustees, professors, and tutors. There at applause at the last item. At the faculty meeting immediately after the the doctor, in commenting upon the disorder, aptly remarked, "He should d more sense than to pray for the tutors." His consciousness of mastery naïve that he cared little for surface disorder in the classroom, so far as his ce in being able to meet it was involved, but cared a great deal if he found at a dead point in the course over which he felt he must carry the class.[1] e dullards, the apathetic, the drones, the light-witted, and especially the rs of disorder came in for a castigation of the most interesting kind. "Sit ir," sometimes served both to suppress a tumult and at the same time waken that had never been awake before. He could talk to men with a severity ne of command few would dare employ. Though the most indifferent could to see he was terribly in earnest at times, they also saw his hearty and deep n for them. "A man of granite with the heart of a child," is an under- e's estimate of the old doctor.[2]

sant picture of the impression he made on another man of simple heart and nature is preserved in a letter of President Mark Hopkins of Williams Col-

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McCosh was preeminently a teacher. His place with Wayland and Mark s and Woolsey among the great college presidents of America is due in no egree to the fact that like them he was a teacher. I know that I speak the nts of some who hold a position similar to mine in other institutions when I t the increase of executive duties that draws the president from the class- a misfortune. It would have been an irreparable loss, to be made up by no of efficiency and success in other directions, for Dr. McCosh to have with- rom the position of teacher while he was able to teach. For he was a superb He knew what he believed and why he believed it, and he taught it with l earnestness that enforced attention. * * * There are teachers who a great subject in a great way, with no lack of sympathy or humor and a nowledge of human nature; who win your confidence and stimulate your n; who make you eager to read, and who send you out of the lecture room nt heart divided between your admiration of the man and your interest in ne. Dr. McCosh was a teacher of this kind. No mere closet philosopher no cold blooded overseer; but a teaching member of the faculty in which a man of heart as well as brain, who could feel as well as think, and who President Patton's Memorial Sermon.

atters of administration Dr. McCosh, without being in any sense autocratic, d to exercise a good deal of authority. For there is no nice provision of and balances in the government of a college. The three estates of trustees, [illegible] constitute an organism that furnishes a fine opportunity [illegible] The government may be monarchical or repub- [illegible] its work after the fashion of the American Congress [illegible] It may be unicameral or bicameral, as the trustees [illegible] to put all power in the hands of the faculty. But by the [illegible] president is invested with a power that belongs to no [illegible] very discreet, very wise, very open to suggestion, and [illegible] he is sure that he is right, very resolute. I imagine [illegible] man as one could find anywhere to have so much [illegible] the insight to know when the trustees were more [illegible] the faculty, and when the faculty were wiser than the trustees; and

lege, written after Dr. McCosh had visited Williamstown. It may well be inserted here. "That visit," he writes, "is among my most pleasant recollections. It was during the summer vacation; the weather was fine, and we were quite at leisure to stroll about the grounds and ride over the hills. Riding thus, we reached, I remember, a point which he said reminded him of Scotland. There we alighted. At once he bounded into the fields like a young man, passed up the hillside, and, casting himself at full length under a shade, gave himself up for a time to the associations and inspiration of the scene. I seem to see him now, a man of world-wide reputation, lying thus solitary among the hills. They were draped in a dreamy haze suggestive of poetic inspiration, and, from his quiet but evidently intense enjoyment, he might well, if he had not been a great metaphysician, have been taken for a great poet. And, indeed, though he had revealed himself chiefly on the metaphysical side, it was evident that he shared largely in that happy temperament of which Shakespeare and Tennyson are the best examples, in which metaphysics and poetry seem to be fused into one and become identical.[1]

About his personality numberless stories have been gathered, illustrative of his various traits. He was the constant theme of student talk, even to his slightest peculiarities. The "young barbarians all at play" were fond of these, and yet with reverence for him.[2] Who can forget some of the doctor's favorite hymns?

Young to the end, through sympathy with youth,
Gray man of learning! champion of truth!
Direct in rugged speech, alert in mind,
He felt his kinship with all human kind,
And never feared to trace development
Of high from low—assured and full content
That man paid homage to the Mind above,
Uplifted by the royal law of Love.

The laws of nature that he loved to trace
Have worked, at last, to veil from us his face;
The dear old elms and ivy-colored walls
Will miss his presence, and the stately halls
His trumpet voice. While in their joys
Sorrow will shadow those he called "my boys."

November 17, 1894. —Robert Bridges, '79.

No one, surely, who heard two of them sung with deep tenderness at his burial. Dr. McCosh gave up the presidency June 20, 1888, passing the remainder of his days at his newly-built home on Prospect avenue. His figure was well known among us these last years, as he took his walks in the village or out into the country or under the elms of the McCosh walk, or sat in his place in the Marquand chapel. His interest in the college never abated. Yet he did not interfere in it after he left it. As President Patton has observed: "He was more than a model president. He was a model ex-president." Nor did he lose sight of "my boys," his former pupils. At the annual reunions of classes it became the custom to march in a body to see him at his home. He "knew them," even if not always by name. Yet he would astonish many

he belonged to both bodies. He was shrewd, sagacious, penetrating, and masterful. If there had been a weatherwise man among us, he would sometimes have hoisted the storm signals over the college offices, for the doctor was a man of like passions with us all. He carried the in loco parentis theory of government farther than some are disposed to have it carried to-day. The students loved him and he loved them. He was faithful with them; spoke plainly to them; as a father with his sons he was severe; and also as a father he was tender and kind.—President Patton's Memorial Sermon.

[1] New York Observer, Thursday, May 13, 1869

[2] JAMES MCCOSH, 1811–1894.

a one by recalling some personal incident that might well be supposed to be forgotten. Nearly 120 of his pupils have followed his example in devoting themselves to the cause of higher learning. Some of them have failed to follow the old doctor's philosophy in all its bearings, some may have diverged otherwise, but no one, I feel sure, has failed to carry away a conviction of the reality of truth and of the nobility of pursuing it, as well as at least a reverence for the Christian religion. On April 1, 1891, his eightieth birthday occurred. It was duly honored. The day was literally given over to the old doctor. The president, the trustees, the faculty as a body, the students, the alumni, the residents of Princeton, and distant personal friends were present or represented. His last really public appearance was at the International Congress of Education held in connection with the World's Columbian Exhibition at Chicago, in July, 1893. The popular interest and the interest of education in him was such as to make him the most noted figure there. Other presidents and institutions joined cordially in doing him honor, and his presence at the Princeton section of the university exhibits was the occasion for a demonstration of affection from his old pupils.

On Sunday, October 28, 1894, he was as usual in his place in the chapel. It was his last appearance there. Within a day or two he gave such evidence of failing strength that his end was seen to be near. Without the stroke of disease, clear-minded to the last, at his own home, and surrounded by all his family, he peacefully passed away at 10 o'clock in the night of Friday, November 16, 1894. The students whom he had never taught, but who loved him, rang the bell of Nassau Hall to tell Princeton that Dr. McCosh was dead.

"'Fortis vir sapiensque' is part of the epitaph of one of the Scipios. It describes Dr. McCosh. But he was more than a strong and wise man. He discerned," concludes Professor West, "so far as to distinguish between the transient and the enduring, the illusory and the real, in character, in thought, in education, and in religion. He sought and laid hold on 'the things that can not be shaken.' And they will 'remain.' For as one of his pupils well said when we turned home from his grave, 'He was himself one of the evidences of the Christian religion.'"[1]

On the resignation of Dr. McCosh, the trustees elected as his successor the Rev. Dr. Francis Landley Patton, professor of ethics in the college, professor also in Princeton Theological Seminary. He was inaugurated on the 20th of June, 1888. Those who, on that occasion, spoke for the faculty and the alumni, while expressing gratitude for the past career of the college and loyalty to its "distinctly Christian basis," expressed the hope also that the name "university" would soon be adopted. "We shall be glad," said Dr. Henry van Dyke, speaking for the alumni, "when the last swaddling band of an outgrown name drops from the infant, and the college of New Jersey stands up straight

[1] He was a great man and he was a good man. Eager as he was for the material and intellectual advancement of the college, he thought even more of its moral and religious tone. He was an earnest and able preacher, and his trumpet gave no uncertain sound. Alike in speculative philosophy and in practical morals he was always on the Christian side. He never stood in a doubtful attitude toward the Gospel and never spoke a word that would compromise its truths. So that when I think of his long career, and what he did, and how he lived, I am reminded of the apostle who was so consciously devoted to the service of the Gospel that he could not conceive himself as under any circumstances doing anything that would hinder it, and who said in the words that I have placed at the beginning of this discourse: "We can do nothing against the truth but for the truth."—President Patton's Memorial Sermon.

PRINCETON UNIVERSITY, BROWN AND DOD HALL FROM PRESIDENT'S GROUNDS.

in the center of the Middle States as the University of Princeton." The new president, sharing in the general desire, answered in his inaugural discourse the questions, "What is a university and what kind of a university ought Princeton to be?" Inheriting from the previous administration the ideal of a university and the beginning of its realization, the present president has labored with conspicuous success to make this ideal actual. The faculty of instruction has been largely increased, the departments have been more highly organized, and additional courses for undergraduates and graduate students have been established. The number of students has risen during Dr. Patton's administration from 600 to 1,100; and more States and countries are represented in the student body to-day than at any previous period. Leaving out of view the gifts and foundations which have been made in connection with the sesquicentennial celebration, not only have additional endowments been secured and real property of great value to the college been acquired during the past eight years, but as many as eight new buildings have been erected.

The remarkable development of the institution along the lines just indicated, during the present administration and the administration immediately preceding it, determined the board of trust to apply for a change in its corporate name. It was thought that the one hundred and fiftieth anniversary of the grant of the first charter would offer a suitable occasion for the change of the name from the College of New Jersey to Princeton University, and the sesquicentennial celebration was projected. In this celebration the President of the United States, the governor of New Jersey, representatives of foreign universities and of the universities and learned societies of the United States united with the president, the trustees, the faculty, the patrons, the alumni, and the undergraduates of the college, and the citizens of Princeton in commemorating with joy and gratitude the great and beneficent career of the College of New Jersey. The appropriateness of the celebration and the propriety of the new name were cordially and unanimously acknowledged. The addresses during the celebration as well as the responses to the invitations to assist in the academic festival embodied the feeling expressed in the legend inscribed on one of the arches:

Ave Salve Universitas Princetoniensis!

THE SESQUICENTENNIAL CELEBRATION.

The 150th anniversary of the founding of Princeton University, as referred to in the closing sentences of Professor De Witt's article, was celebrated on Tuesday, Wednesday, and Thursday, October 20, 21, and 22, 1896. No more brilliant educational function has ever been held in the United States. From universities of the Old World and the New came the distinguished array of guests. President Cleveland was present and gave one of the addresses. Governor Griggs and many other

officials of New Jersey took part in the proceedings. Fortunately the weather was perfect, and nothing was wanting to make this the most memorable occasion in the history of the university.

The celebration was opened on Monday, October 20, at 10.30 o'clock, by services in Alexander Hall, where President Patton preached a sermon in part historical. Then at 3 o'clock Alexander Hall was again filled, on which occasion Dr. Charles E. Green, the chairman of the board of trustees, presided, and Dr. Howard Duffield, of New York City, delivered the address of welcome on the part of Princeton to her guests. To this two responses were made: By President Eliot, of Harvard University, in behalf of American universities and learned societies, and by Prof. J. J. Thompson, of Cambridge University, England, in behalf of European universities.

The principal day of the series was Tuesday, the 21st. Governor Griggs presided at the imposing and brilliant gathering in the morning at Alexander Hall. Dr. Henry Van Dyke delivered a poem entitled "The Builders," and Prof. Woodrow Wilson pronounced an oration on Princeton in the Nation's Service. In the evening a procession took place, composed of local military organizations, of the undergraduates of the university, and of 1,500 alumni. This procession was reviewed by the President of the United States, Grover Cleveland, after which the evening was closed by a brilliant exhibition of fireworks.

The exercises were finished on Thursday, the 22d. President Patton announced the name of Princeton University, which hereafter the venerable institution was to bear. He also announced the new endowments which the friends of the university had contributed to aid in her new career. Honorary degrees were conferred upon about seventy distinguished scholars, who were mainly present to receive the award. President Cleveland, who was present and had been honored with one of these degrees, then delivered a fitting address.

In the evening a dinner was given to the official guests and to the benefactors of the university, at which the enthusiasm of the occasion had full vent. Professor Fisher, Professor Seth, Hon. W. B. Hornblower, Professor Klein, Professor Hubrecht, Prof. Goldwin Smith, Prof. Edward Dowden, and Commissioner W. T. Harris were the orators of the dinner, and concluded a celebration which will be ever memorable in educational events in our country.

# Chapter X.

## RUTGERS COLLEGE.

By Rev. DAVID D. DEMAREST, D.D., LL.D.[1]

A charter for Queen's (now Rutgers) College, in New Jersey, was granted by Governor William Franklin November 10, 1766. This charter was not placed on public record, nor did the college go into active operation under it. That this charter was granted is evident from the fact that the New York Mercury published in three successive issues, April 20, 27, May 4, 1767, a call for a meeting of the trustees, to be held on the second Tuesday of May "at or near the county house of New Barbadoes or Hackensack Town, in Bergen County." At this meeting the trustees were "to be properly and duly qualified by any one of the justices of the supreme court, or judges of the inferior court of common pleas, of the colony of New Jersey, before they proceed to any business."

The names of the trustees are contained in this call, thirty-seven in number, with four trustees ex officio. It is to be regretted that neither the minutes of this meeting, nor of any meeting of the trustees held under this first charter, have come down to us.

We know that one meeting was held, and that its chief act was the adoption of a petition for an amended charter.

At a State council, held at Burlington November 24, 1769, over which Governor Franklin presided—

> A petition was received from Hendrick Fisher, esq., president of the trustees of Queen's College, in this province, praying that an alteration may be made in the charter granted to the said trustees. The council advised his excellency to grant the prayer of the said petition, so far as relates to the distinction of residents and nonresidents in the said charter mentioned.[2]

In accordance with this the second and amended charter was granted by Governor Franklin March 20, 1770. Under this charter the college has performed its work until the present time.

Fortunately, a copy of the draft of the petition of the trustees alluded to has been found. In it they earnestly plead for an amendment of the charter because of serious defects. They strongly emphasize the distinction made in it between residents and nonresidents of New

[1] Since this sketch was written the author died, June 21, 1898.

[2] New Jersey Archives, 1st series, Vol. XVII, p. 24.

y to the advantage of the former. What was the nature of this :ious distinction we are not informed, but the petitioners declare t prevented many of the trustees from qualifying for their office, t prevented others from attending the meetings, and that it was n to prevent the college from obtaining friends or moneys outside w Jersey. The council advised the removal of that provision and ıothing about other changes. It is fair to presume that the new er agreed with the old in all respects except in this one particular. ame persons were named as trustees, with two or three excep- owing doubtless to vacancies caused by death or resignation. ıas been frequently stated that under the first charter the Dutch age was to be exclusively used in the college, and that that was the difficulties for the removal of which the trustees asked when petitioned for an amended charter, and that this was removed and llowing new provision inserted:

*ided always*, and it is hereby declared and expressly enjoined, That there shall be residing at or near such college at least one professor or teacher well in the English language, elected, nominated, maintained, and supported by d corporation from time to time to instruct the students of the said college knowledge of the English language.

*ided also*, That all minutes of the meetings and transactions of the trustees, l rules, orders, and regulations relating to the government of the said college, l accounts relating to the receipts and payments of money shall be in the h language and no other.

have not found satisfactory authority for this statement. It is ılt to think that the able and farsighted men who were the leaders in novement could have been so blind as not to see at once that with a provision the college could never succeed. The Dutch language lready for a century been banished from courts of justice, halls of ation, and all public business, and was fast being crowded out of maining strongholds—the school, the pulpit, and the household. ides, the trustees in their petition to the council do not mention s a feature in the charter that ought to be removed, while they chiefly and emphatically on the fatal distinction made between ents and nonresidents of New Jersey. The advice given by the il to the governor was that the petition should be granted "so far ates to the distinction of residents and nonresidents in the said er mentioned." This justifies the inference that no change, cer- no important one, in the charter was made, except the elimina- f the unfortunate clause concerning residents and nonresidents, lso that the provision about the English language was contained first charter as well as in the second.

reasons urged for the founding of this college are fully stated in arter, as follows:

the Third, by the grace of God, of Great Britain, France, and Ireland, King, ender of the faith, etc. To all to whom these presents shall come, greeting: reas our loving subjects being of the Protestant reformed religion, according constitution of the reformed churches in the United Provinces, and using the ne of the said churches, as approved and instituted by the national synod of

Dort in the year 1618–19, are in this and the neighboring provinces very numerous, consisting of many churches and religious assemblies, the ministers and elders of which having taken into serious consideration the manner in which the said churches might be properly supplied with an able, learned, and well-qualified ministry, and thinking it necessary, and being very desirous, that a college might be erected for that purpose within this our province of New Jersey, in which the learned languages and other branches of useful knowledge may be taught and degrees conferred, and especially that young men of suitable abilities may be instructed in divinity, preparing them for the ministry and supplying the necessity of the churches, for themselves and in behalf of their churches, presented a petition to our trusty and well-beloved William Franklin, esq., governor and commander in chief in and over our province of New Jersey in America, setting forth that inconveniences are manifold and the expenses heavy, in either being supplied with ministers of the gospel from foreign parts or sending young men abroad for education; that the present and increasing necessity for a considerable number to be employed in the ministry is great; that a preservation of a fund for the necessary uses of instruction very much depends upon a charter;

And therefore humbly entreat that some persons might be incorporated in a body politic for the purposes aforesaid; and we, being willing to grant the reasonable request and prayer of said petitioners, and to promote learning for the benefit of the community and advancement of the Protestant religion of all denominations, and more especially to remove as much as possible the necessity our said loving subjects have hitherto been under of sending their youth intended for the ministry to a foreign country for education and of being subordinate to a foreign ecclesiastical jurisdiction; know ye, therefore, etc.

But all the Dutch ministers and congregations did not unite in this petition for a college. There was strong opposition to it. The church was divided into two parties, the progressive and conservative, known in that day as the Coetus and the Conferentie. They were all agreed about the importance of thorough education for the ministry, and in the belief that this could be secured only by institutions in which the usual academic studies, as well as divinity, are pursued. The most ardent member of the Coetus party had no thought of the desirability or even possibility of obtaining the object in any other way. It had early become evident to many that the church in America must ere long become independent of the church in the Netherlands, and with that question were vitally connected the questions of ministerial training, licensure, and ordination. The number of churches was greatly in excess of the number of ministers. Most of the congregations were too poor to send to Holland for ministers, or to send young men thither to be educated; the voyage across the Atlantic was tedious and perilous, and church discipline was seriously interfered with by distance and delays.

The first step toward ecclesiastical independence was taken when the Coetus was formed, which was an advisory body, composed of all the ministers and representative elders of the congregations. This body was created in 1747, with the assent of the Classis of Amsterdam. Its powers were very limited. It could not take final action in cases of discipline. It was not allowed to ordain candidates for the ministry, though this was permitted by the Classis of Amsterdam as a special favor in two or three instances. The practical working of this

›nly strengthened in the minds of the progressives the conviction
neasures must speedily be taken to found an institution of learn-
nd to assert independence of the mother church. The Coetus
·laimed and exercised the powers of an independent classis. It
ıed and exercised the right to examine and ordain candidates for
ıinistry. This action greatly excited the members of the con-
tives, and was followed by fifteen years of bitter controversy
en the two parties. Would that this chapter in the history of
utch churches in this country could be blotted out!

› members of the Conferentie insisted that the time had not come
e churches here to undertake to educate ministers, for no institu-
ould be created by them to compete with the universities of Hol-
The Coetus contended that it was a necessity; that the church
do the best that it could with its resources, and must at least
in the hope that there would be growth. The Rev. Theodore
ıghuysen, of Albany, went from church to church to enlist min-
and members in the movement. In 1759, commissioned by the
s, he visited Holland, to enlist sympathy and obtain help there.
ied on his return voyage, having, it is believed, accomplished
The Conferentie party made countermovements, endeavoring
o have a professorship of divinity established in connection with
s (Columbia) College and afterwards with Princeton College.
efforts failed, and the members of the Coetus were more and
determined to have a college of their own, and we have seen how
succeeded.

· first meeting of the trustees under the amended charter was held
: village of Hackensack, May 7, 1771, to determine whether the
e should be located at Hackensack or New Brunswick, both places
ly desiring it. New Brunswick carried the day, having brought
bscriptions for more money than Hackensack promised. Other
lerations possibly had weight. It has been said that one of these
he fact that New Brunswick was nearer than Hackensack to the
an Reformed churches in Pennsylvania, which were under the
of the Classis of Amsterdam, as were the Dutch churches.

fortunately, the minutes of subsequent meetings of the trustees
to 1782 are missing, and consequently we are dependent for the
information we have about the work of the college during that
l to a few notices in the newspapers and to tradition. It is cer-
hat the college was without a president during that period and
1786. Its work was performed by tutors and by teachers of the
mar school. A faculty was constituted of a committee of trustees,
attended quarterly examinations of the college and grammar
ls. The first tutor was Frederick Frelinghuysen, son of the Rev.
Frelinghuysen, of Raritan, afterwards General Frelinghuysen,
solutionary fame. It was the day of small things for the college,
he troubled condition of the country before and during the Revo-

lutionary war made a favorable beginning impossible. It became necessary to leave New Brunswick at times for more peaceful locations, as North Branch and Millstone, though commencement exercises were held in New Brunswick in 1778.

Official notices appeared in the New Jersey Gazette, published at Trenton, as follows:

RARITAN, *January 4, 1779.*

The faculty of Queen's College take this method to inform the public that the business of the said college is still carried on at the North Branch of Raritan, in the county of Somerset, where good accommodations for young gentlemen may be had in respectable families at as moderate prices as in any part of the State. This neighborhood is so far distant from headquarters that not any of the troops are stationed here, neither does the Army in the least interfere with the business of the college. The faculty also take the liberty to remind the public that the representatives of this State have enacted a law by which students at college are exempted from military duty.

HILLSBOROUGH, *May 25, 1780.*

The vacation of Queen's College, at Hillsborough, in the county of Somerset, and of the grammar school in the city of New Brunswick, is expired, and the business of each is again commenced. Good lodgings may be procured in both places at as low a rate as in any part of the State.

By order of the faculty:

JOHN TAYLOR, *Clerk Pro Tem.*

At what time Col. John Taylor became tutor is not known, but he probably succeeded Frelinghuysen. It is certain that he occupied this position in 1779, and that, with one or two short intervals, he continued in it until 1796, when he became a professor in Union College at its inception. He was the principal teacher during this period, and

his attention seems to have been divided between his duties as colonel of the New Jersey State regiment, called from time to time, as the needs of the province required, into active military operation, and his duties as professor and principal teacher in Queen's College.

The reconciliation of the Coetus and the Conferentie parties was effected in 1771. In that year a "plan of union" was brought from Holland by Dr. John H Livingston, who had just completed his studies in the University of Utrecht and been ordained as a pastor of the Collegiate Dutch Church in New York. This plan had been informally approved beforehand by the Classis of Amsterdam. It was adopted by a convention of ministers and elders, embracing both parties, held in New York City in October, 1771, the year after the second charter of Queen's College had been obtained. One of the requirements of this "plan of union" was that one or more divines of the Netherlands should be chosen to be professors on recommendation of the Classis of Amsterdam,

provided, however, that such professor or professors shall have no connection with any English academies, but shall deliver lectures on theology in their own houses to such students only as can by suitable testimonials make it appear that they have carefully exercised themselves in the preparatory branches for two or three years at a college or academy under the supervision of competent teachers in the languages, philosophy, etc.

is disposed of all plans for the establishment of professorships of ity in King's and Princeton colleges and presumably Queen's also, ugh its charter contained a provision for such professorship. The ttered feelings of the members of the Conferentie party against who had procured the charter could not be allayed at once, and could not consent that the teachers of divinity for the whole church ld be placed under the direction and control of the trustees of n's College.

t the trustees of the college were among the most able, active, and ministers and members of the Reformed Dutch Church, and by wisdom, moderation, and conciliatory spirit seem speedily to have the confidence of the churches generally. This is shown by the hat as early as 1773 they sent to the "General meeting of ministers elders" a respectful address representing, among other things,

hey had written to the reverend Classis of Amsterdam and the reverend theo- l faculty of Utrecht requesting those reverend bodies to recommend a person they judged qualified to be called as president of the forementioned college, hould at the same time instruct those youths who chose to place themselves his oversight in sacred theology, and who would consequently, agreeable to ceived articles of union, be a member of the particular and general ecclesias- bodies, and commending the forementioned college to the kind regard of this end body.

this communication of the trustees we have the germ of the plan, equently carried into effect, for the friendly cooperation of the ees and synod, whereby the same person was to act as president of ollege and professor of theology, the trustees accepting the con- ns of the articles of union.

e general body responded to this overture in the same spirit, agree- hat for the professor's place of residence "Brunswick is the most ble on account of his relation to Queen's College there situated, as as for the students in regard to livelihood and other circum- es;" that one should be chosen to the twofold office who had been nmended by the Classis of Amsterdam; that the professor of the- will at the same time be and remain president of the college; also that the reverend body would make efforts to increase the for the support of their professor, for which the trustees had dy raised the sum of £4,000.

t the times were not favorable for carrying this plan into effect. country was not only poor, but it was in a state of alarm, for the olutionary war was at hand. The Classis of Amsterdam and the ersity of Utrecht, in answer to the applications of the convention of the trustees, nominated Dr. John H. Livingston for the profes- or of theology, as better fitted for that office than any divine from Netherlands could be. The nomination reached the general con- ion in April, 1775, only a few days after the battle of Lexington been fought. The convention hastily adjourned, to meet again in ber of the same year to consider the whole subject of the profes- e. At that meeting nothing was done in the matter. The minutes

say: "By reason of the pitiful condition of our land, the consideration of the subject of the professorate is deferred." It was deferred for nine years, until the close of the war.

Meanwhile the trustees of the college embraced an opportunity that presented itself for obtaining a president. By the death of the Rev. John Leydt, in 1783, the churches of New Brunswick and Six Mile Run had become vacant, and the trustees, being unable to give a president an independent support, agreed with the consistories of these churches to elect to the presidency the minister whom they should call to be their pastor. They, however, signified their preference for Dr. Jacob R. Hardenbergh. The consistories preferred Dr. Dick Romeyn, of Hackensack, and called him, and he was accordingly elected president of the college. He declined these calls and soon after removed to Schenectady, where he became the founder of Union College.

In 1784, the synod—for the convention had now assumed this title—elected Dr. John H. Livingston professor of theology. The trustees now hoped that the proposed plan of 1773 might be carried into effect, and signified their readiness to fulfill their part, and to elect Dr. Livingston president of the college. But the synod declined to enter into the arrangement. It resolved that their professor should remain in New York, the consistory there seeing to his support, as he was to continue to be their pastor. At the same time it was resolved to render assistance to Queen's College, and also to the proposed college at Schenectady, which would be "at a proper distance from Queen's College." Dr. Livingston consequently taught students of divinity in his own house in New York, and for a short time at Flatbush, Long Island, until his removal to New Brunswick in 1810.

The trustees, feeling that it was imperatively necessary that the college should have a president, promptly took measures to procure one. They agreed with the church of New Brunswick, which had separated from that of Six Mile Run, to make a joint call on Dr. Hardenbergh. This was accepted by him February 9, 1786. He was pastor of the church in New Brunswick and first president of the college until the time of his death in 1790.

The college now remained without a president during twenty years. Immediately after the death of President Hardenbergh an effort was made to obtain Dr. Livingston to succeed him as pastor and president, but it failed, when an effort was made to obtain Dr. Romeyn, which also failed. Rev. Dr. Linn, one of the trustees, presided at two or three commencements. The synod was appealed to in vain to carry out the plan of 1773, when a union with Princeton College was discussed by the trustees and decided unfavorably. Instruction was given by tutors. In 1794 Dr. Ira Condect, pastor of the church at New Brunswick, was appointed professor of moral philosophy and superintendent, with authority to employ tutors. The next year (1795) the college was closed and so remained until 1807.

The trustees felt the importance of the grammar school. They

d to secure good teachers for it, and they kept it in operation
ı the college was closed. Andrew Kirkpatrick, afterwards the
chief justice of New Jersey, had charge of it for several years. In
he was succeeded by the Rev. Mr. Lindsley, who was followed by
)gilvie, and after him by Mr. Stevenson. The Rev. John Croes,
ɔr of Christ Church (Episcopal), New Brunswick, afterwards bishop
ıe Episcopal Church in New Jersey, conducted the school from
to 1808. He was deeply interested in the college and rendered
able service in reviving it.

e enter now (1807) upon a new era in the history of the college.
as resuscitated and started on a new career of usefulness. A new
commodious building was felt to be a prime necessity. The first
ccupied by the college stood at the corner of George and Schure-
streets, near the location of the soldiers' monument. Tradition
that this was burned by the British during the war. A plain
e building was subsequently erected on the same site. This was
pied by the grammar school and college until 1811, when it was
to the city, removed below George street in Schureman, and used
y years for a Lancasterian school. Part of it still remains; part has
y been taken down to make way for an addition to the fire engine
e on the corner.

e trustees determined to erect a building at a cost of $12,000.
were well aware that this sum could not be raised without a
d and vigorous effort on the part of all the friends of the college
the cooperation of the whole Dutch Church. They therefore
ied to the synod for encouragement and help. That body favored
ıpplication and recommended and enjoined all the ministers to aid
ıgents of the college in raising the necessary funds. An agree-
: was entered into by the synod and trustees, known as the cove-
of 1807,

ıncipal stipulations of which were * * * that all funds raised for the col-
n New York should be exclusively appropriated to the support of a theological
ssorship in the college, and the assistance of young men desirous of entering
he ministry; that the trustees should appoint no professor of theology but
ıs should be nominated by the synod; that the permanent professor of theol-
the synod should be located at New Brunswick; that the trustees should call
rofessor appointed by the synod as soon as they obtained a fund sufficient for
port, which the synod requested that he should forthwith accept; that a
of superintendents of the theological institution in Queen's College should
pointed by synod to examine theological candidates, etc., and that synod should
money to purchase a theological library and for erecting a theological hall,
to their proportion toward erecting a building for their joint accommo-

e general synod sent an able and stirring address to the churches,
was promptly responded to in the form of liberal subscriptions,
the trustees were encouraged not only to prosecute vigorously the
of the new building, but also at once to revive instruction in
ollege. Dr. Condhet was placed in charge of the highest class, his

son, Daniel Harrison Condict, was appointed tutor, and Dr. Robert Adrain was made professor of mathematics. Dr. Livingston was again elected to the presidency, but at first declined. Dr. Condict was then invited to it, but he declined, feeling that he could not undertake the work connected with so responsible a position and at the same time do justice to the large congregation of which he was pastor. How can the debt which the college and church owe to this eminent and faithful man be estimated! He was the chief instrument in the revival of the college. He taught in it during three years. He was instrumental in securing, as a gift from the estate of James Parker, sr., of Perth Amboy, 5 acres, which, with the addition of 1¼ acres of ground, now forms the beautiful campus, as well as in starting and urging to completion the noble building known as Queen's. He was indefatigable in collecting moneys, and in various ways working in season and out of season for the college he loved so dearly. In fact, he gave his life for it. Worn out by cares and labors, his Heavenly Father took him home June 1, 1811, before he had reached his 48th year. He lived to see the building whose corner stone had been laid April 27, 1809, well-nigh completed.

Dr. Livingston at length accepted a renewed call to the presidency, and removed to New Brunswick in 1810. He devoted himself to his work as professor of theology. He made it a condition that he should not be asked to do more as president than sign diplomas and preside at commencements, while the burden of government should be borne by vice-presidents. Dr. Condict had acted as such only a few months before his death. He was succeeded in the pastorate of the Dutch Church by the Rev. Dr. John Schureman, who was made vice-president of the college and professor of moral philosophy and belles-lettres. But the college failed to prosper. It lacked resources and patronage. After nine years of struggle the doors were again closed in 1816.

After a season Providence opened the way to its resuscitation and continuous active life to the present time. Dr. Livingston had reached a good old age, and he was anxious to see the theological school established on a secure basis before he should be called away. He made an appeal to the churches for a general and united movement toward securing endowments for two professorships of $25,000 each, and he enforced his appeal by a liberal subscription. The two particular synods of New York and Albany vied with each other in this work, and it was prosecuted enthusiastically and indefatigably. Ministers and members subscribed liberally. The result was that over $50,000 was subscribed by the people in the synods of New York and Albany, and a third professorship was established. Just after this had been accomplished, Dr. Livingston was removed by death, January 20, 1825.

Rev. Philip Milledoler, D. D., a pastor of the Collegiate Church, New York City, was elected to succeed Dr. Livingston as professor of didactic theology. His colleague, Prof. John Dewitt, sr., and he deeply felt

nportance of a resuscitation of the college in the interest of theo-
al education. They signified their readiness to aid in the matter
:cepting professorships in the college and giving instruction in
us branches gratuitously. This generous proposal met with favor,
vhat is known as the covenant of 1825 was mutually agreed upon
e general synod and the trustees. It was provided that the college
e, which had been deeded to the synod by the trustees in consider-
of the payment by the synod of a debt owed by the trustees,
d be used by both institutions; that the theological professors
d be professors in the college as well as in the theological school;
such additional professors as might be agreed upon should be
inted by the trustees; and that one of the professors of theology
ld be appointed president of the college.

is plan was faithfully carried out. Dr. Milledoler was elected
dent, and the three professors of theology continued for many
s to give their services to the college. Without their earnest
:ration the college could not at that time have been revived. The
giate Dutch Church paid $1,700 a year for three successive years
rnish that amount of income while subscriptions to the endowment
being paid. The name of the college was in the same year (1825)
ged from Queen's to Rutgers in honor of its liberal benefactor, Col.
y Rutgers, of New York City.

e college entered on its new career under the most encouraging
mstances. Students came to it from various parts of New Jersey,
New York City, from Albany, and from the counties and towns
; the Hudson. In 1833 Rev. Dr. Jacob J. Janeway was made vice-
dent and professor of the evidences of Christianity and political
omy without salary. The presidency of Dr. Milledoler continued
his resignation in 1840. A number of the alumni of that period of
n years are still among the living, and some of them have attained
gh distinction. They love to speak of their college life and always
e with profound respect to the professors whose instructions they
ed—Milledoler, Dewitt, Cannon, McClelland, Janeway, Strong,[1]
y, and Beck.

1839 the covenant of 1825 was somewhat modified. It was agreed
the trustees should no longer be required to appoint one of the
ogical professors as president. The whole administration of the
ge was referred to the trustees without synodical supervision. The
ogical professors were released from the obligation to give instruc-
n the college, but were at the same time requested by the synod to
ue to render such services as they could without interfering with
dutes. The synod, while retaining the title to the property,

[1] [illegible] Strong, who served as professor of mathematics from 1827 to 1863, [illegible] distinguished mathematicians in the country. By his works he [illegible] ents, and he was selected as one of the charter members [illegible] Academy of Sciences.

guaranteed to the trustees the free use of the library room, the chapel, and recitation rooms. They also engaged not to sell or lease the property without the consent of the trustees.

Dr. Milledoler having resigned the office of president, which he had satisfactorily filled during sixteen years, was in 1840 succeeded by the Hon. Abraham Bruyn Hasbrouck, LL. D., of Kingston, N. Y.

Dr. Hasbrouck was an eminent lawyer of Ulster County, N. Y., and he managed the affairs of the college with great wisdom during trying times. He was an able teacher of constitutional law and of some other branches; he was well versed in classical and general literature; by his fairness and courteous manners he won the confidence and affection of his pupils. During his administration the theological professors continued to teach in the college, and the number of professors was increased; the amount of endowment was somewhat increased; a house was built for the president, now known as the fine arts building; Van Nest Hall was, through the efforts of the alumni, erected to accommodate the Peithessophian and Philoclean societies, and for some other purposes.

Dr. Hasbrouck resigned the presidency in 1850 and thenceforth lived in retirement in his beautiful place of St. Remy, a few miles from Kingston. He died at Kingston, N. Y., February 23, 1879, "triumphant in faith, full of years and honors."

The successor of President Hasbrouck was the Hon. Theodore Frelinghuysen, LL. D. Mr. Frelinghuysen was a son of Gen. Frederick Frelinghuysen and grandson of the Rev. John Frelinghuysen. He was a native of Somerset County and spent his boyhood at Millstone. He was prepared for college at the grammar school in New Brunswick and the academy at Basking Ridge. Queen's College not being in operation at the time, he entered Princeton College, from which he was graduated in 1804. He was attorney-general of the State of New Jersey from 1817 to 1829; was United States Senator 1829–1835; was chancellor of the University of the City of New York 1839–1850, and president of Rutgers College from 1850 to his death, which occurred April 12, 1861. He was wise in counsel, eloquent in speech, and intensely patriotic. He was the Whig nominee for the Vice-Presidency in 1844, when Henry Clay was a candidate for the Presidency. Above all, he was an humble, consistent, and zealous Christian and honored elder in the church, and president of the Board of Commissioners for Foreign Missions. His influence for good on the college, on the students, and on the relations of the college to the churches of the Reformed Dutch denomination was very great. During his presidency the number of students was considerably increased. Peter Hertzog Hall, built for the use of the theological seminary, had been completed in 1856, and thenceforth the Queen's College building was exclusively used for the work of the college.

President Frelinghuysen was succeeded in 1863 by the Rev. William Henry Campbell, D. D., LL. D. He was born in Baltimore in 1808;

graduated from Dickinson College in 1828, and subsequently from heological seminary at Princeton. The first two years of his min- ial life were spent with the Reformed Dutch Church of Chitte- o, N. Y.; he was principal of Erasmus Hall, at Flatbush, Long d, 1833–1839; was pastor of the Church of East New York, 1839– ; was pastor of the Third Reformed Dutch Church, of Albany, -1848; was principal of the Albany Academy, 1848–1851; was pro- r of biblical literature in the Theological Seminary at New Bruns- , 1851–1863, and during the same period professor of belles-lettres utgers College; was president of Rutgers College from 1863 to the of his resignation, in 1881. He also taught moral philosophy and vidences of Christianity in the college. In view of the great serv- at he had rendered to the college, individual trustees provided the s for his support during the remainder of his life. Unable to inue inactive, notwithstanding his age, he took the pastoral charge e newly organized Suydam Street Reformed Church, which he d until increasing infirmities compelled his resignation. His death place December 7, 1890, soon after he had seen his son, Rev. Alan ampbell, installed as his successor.

entering the office of president, he saw at once that if the col- was to succeed and hold its rank among similar institutions its rces and facilities must be greatly increased. He formed his s for a large increase of endowment and carried them out with great om, perseverance, and success. The churches in the Reformed h denomination were systematically visited by agents in the us classes, he himself working indefatigably. The result was a w endowment fund" amounting to $144,758. Very much of the ys were raised by perpetual scholarships of $500 each and limited larships of $100, entitling all the sons of a donor to free tuition he four years of the college course. This endowment raised the ge above pecuniary embarrassment for the time, opened the way the enlargement of the course of studies, for the establishment w professorships, and for an increase in the number of students. e administration of President Campbell thus marked a new era he history of the college, though it is only just to say that the inistrations of Presidents Hasbrouck and Frelinghuysen had pre- d the way for it and made the time propitious.

1864 the general synod retransferred to the trustees of the college title to the grounds and buildings which the latter had during y years gratuitously occupied. The trustees on their part engaged the property should never be used for any other purpose than of collegiate education; that the president should, as required by harter, always be a member of the Reformed Dutch Church; and three-fourths of the trustees should always be members in full union in the above mentioned denomination. This last condition since been modified by mutual agreement to two-thirds of the

trustees, exclusive of the three members ex officio.[1] In the following year (1865) the covenants of 1807 and 1825 were formally abrogated and the trustees became absolutely independent in the management of the affairs of the college.

In 1863 the department called the "Rutgers Scientific School" was created to provide a scientific and practical education for those who do not desire to pursue classical studies.

By an act of the legislature of the State of New Jersey in 1865, the State college "for the benefit of agriculture and the mechanic arts" was created, and it was placed in charge of the trustees of Rutgers College, under supervision of a board of visitors appointed by the governor, consisting of two members from each Congressional district. This State college was established in order to carry out the intent of Congress in appropriating public lands to the several States under what is known as the Morrill act. The leading object of these colleges is—

> to teach such branches of learning as are related to agriculture and the mechanic arts, in such manner as the legislatures of the States may respectively prescribe, in order to promote the liberal and practical education of the industrial classes in the several pursuits and professions of life.

The lands allotted to New Jersey were sold for $116,000, which sum is invested in State bonds on which interest is paid by the State treasurer for the support of the college. In accordance with one of the conditions, a farm of 100 acres in the vicinity of New Brunswick was purchased by the trustees, on which experiments for the illustration and development of agriculture are continually made, the results of which are of immense benefit to the State. The State has by legislative act provided for the expenses of tuition of two students from each county, to be selected after competitive examinations. Many young men have been and are availing themselves of this privilege. The State has also provided a commodious and well-equipped building for the agricultural experiment station, containing laboratories and all facilities for professors to carry on their work in biology, botany, entomology, analytical chemistry, electricity, and agriculture.

The classical and scientific departments are carried on side by side, and in some subjects the students of both join in recitations with the same professor. Additional professorships have, from time to time, been established and filled as they were demanded and the resources of the college allowed, until at the present time all branches taught in our best colleges in their classical and scientific departments are provided for.

A centennial celebration of the history of the college, dating from the granting of the second charter, was observed in the year 1870 with great interest and enthusiasm. On that occasion an admirable historical discourse was delivered by Justice Joseph P. Bradley, of the Supreme Court of the United States, a graduate in the class of 1836.

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[1] See page 301.

sident Campbell availed himself of the centennial year to make er effort for the increase of the endowment. Donors of $1,000 offered permanent scholarships. Trustees, classes of graduates, riends responded liberally. The result was a subscription of 00, almost all of which has been paid.

s was soon followed by a bequest from Mrs. Sophia Astley Kirk-k, of New Brunswick, amounting to $75,000; one from Abraham ees, of Six-mile Run, of $25,000 for a professorship, and of $26,400 fund to be used to aid indigent students for the ministry during preparatory course in college; also one of $20,000 from Mr. James m. Abraham Voorhees, of New Brunswick, deeded to the es a house and lot, which were sold for $9,000. These additions resources of the college enabled the trustees to increase their ies by converting the two ends of Queens building into lecture ; erecting the Geological Hall and Sophia Astley Kirkpatrick l and library; improving the Grammar School building, and pro-g the home for the students. Another effort for the increase of ment was initiated at the close of Dr. Campbell's presidency, resulted in obtaining, chiefly through the efforts of Mr. Samuel , the sum of $50,000.

successor of President Campbell was Merrill Edwards Gates, D., LL. D., who was inaugurated June 20, 1882, and continued in until September, 1890, when he resigned to accept the presidency mherst College. Dr. Gates was born at Warsaw, N. Y., April 6, was graduated from Rochester University after receiving the st honors in 1870. He immediately accepted the principalship of lbany Academy, which position he held during twelve years. r his administration this academy was exceptionally prosperous. lent Gates is eminent for scholarship, literary culture, and orator-ower, as well as administrative ability. The period of his presi-at Rutgers was marked by a high order of work by the students, sion of the curriculum, and an increase of facilities and professors. increase of the library received special attention. P. Vanderbilt r, esq., presented his valuable library to the college. The com-us agricultural building was erected by the State on a site given s. Catharine Neilson and her son Mr. James Neilson. In this ing the professors, supported by the Hatch fund of the General nment, have their laboratories and offices. In the last year of ates's presidency (1890) the beautiful and commodious Winants for a residence for students, was built on the college campus by beranity of Mr. Garret Winants, of Bergen Point, N. J.

the beginning of the college year in September, 1890, Dr. Gates resigned, the committee on instruction and discipline placed tution in charge of the senior professor, the Rev. Theodore S. ttle, D. D., until the next meeting of the trustees. The board October 28, 1890, and elected Professor Doolittle vice president, to president until one should be chosen to the office.

Austin Scott, Ph. D., LL. D., the present president of the college, was born at Maumee, near Toledo, Ohio. He was graduated from Yale College in 1869, and spent the following year at the University of Michigan, from which he received the master's degree on examination and presentation of a thesis. The next three years were spent at the universities of Berlin and Leipzig, from the latter of which he received the degree of Ph. D. on examination and presentation of a thesis. He was during the same time engaged with Mr. George Bancroft in the preparation of the tenth volume of his History of the United States. In 1872 he negotiated the printing of the Geneva Award Case at Leipsic, and was bearer of dispatches to Washington containing the decision of the German Emperor as arbitrator in the dispute between the United States and Great Britain over the Northwestern boundary.

From 1873 to 1875 Dr. Scott was an instructor in the German language in the University of Michigan. From 1875 to 1881 he was engaged in collecting and arranging the materials for Mr. Bancroft's History of the Constitution of the United States. At the same time he was associate in history in the Johns Hopkins University, organizing in it a seminary of American History and conducting its work from 1876 to 1882. In 1883 he was made professor of history, political economy, and constitutional law in Rutgers, and on the 25th of November, 1890, he was elected to the presidency of the college.

He has since that time been conducting the affairs of the college with great wisdom and energy, and its work has never been performed more successfully than at the present time. During his administration a change has been made in the constitution of the board of trustees whereby two-thirds of the number, exclusive of the trustees ex officio, must be communicants in the Reformed (Dutch) Church, instead of three-fourths of the whole number. The teaching of the English Bible has been introduced into the curriculum. College extension has been introduced and is carried on with great success. By arrangement with the theological school the degree of bachelor of divinity is given to students of that institution who on graduating present certificates from its faculty that they have pursued special studies in some one department under the direction of the professor in that department during two years, and have successfully passed the required examinations and presented theses that have been accepted.

The president's house, having become undesirable as a residence on account of its proximity to the railway station, has been converted into the fine arts building. Van Nest Hall has been improved chiefly by the liberality of Mrs. Ann Bussing, of New York City. A stone wall has been built on the eastern side of the campus by the liberality of George Buckham, L. H. D., of New York City, a graduate of the class of 1832. The house and lot adjoining the preparatory school building has by generous contributions from friends of the college been purchased for the accommodation of the younger scholars. A splendid and thoroughly equipped gymnasium has been built by the liberality

trustee, Robert F. Ballantine, of Newark, N. J., on ground given
e purpose by James Neilson, also a trustee. It is in charge of a
tent instructor in physical training. Also, by the liberality of
eilson, the students have the use of the spacious Neilson field
hletic sports and exercises.

order to carry out their plans for the increased efficiency of the
e the trustees need a large addition to their funds, and for this
re at the present time appealing to the friends of the institution.
gers College is not a sectarian institution, though its spirit and
nce are decidedly favorable to evangelical Christianity. It was
red originally for the purpose of preparing young men for the
ry in the Reformed Dutch Church, and so a professorship of
ty was a most prominent provision. But the church preferred
ablish its school of theology independent of all literary institu-
So it has come to pass that the college has confined itself to
ction given in the studies that properly belong to the curriculum
ry college of arts and sciences. By its charter its president is
ed to be a member of the Reformed (Dutch) Church, and by
ment with the general synod two-thirds of the trustees are
ed to be communicants in said denomination. So far it is
inational. But it is not under the direction and control of any
iastical body. Among the students are found men of all denom-
ns, and men outside of all denominations. And they find no
with the salutary religious influence of the college. Besides daily
rs, public services are held in the chapel every Lord's day morn-
onducted by the ministerial members of the faculty and professors
theological school. A weekly Bible class is maintained, and
nts have their prayer meetings and other religious agencies.
ted funds are held and administered by the trustees to the
nt of more than $50,000 to aid indigent students while pursuing
s preparatory to the ministry of the Reformed (Dutch) Church.
ollege has for many years been the chief feeder to the theological
l, furnishing a large majority of its students.

accounts in detail of the rich collection of minerals, shells, coins,
bjects from natural history; of the library, containing 32,000 vol-
and urgently needing a new and more commodious building; of
rt collections, and of the literary societies, readers are referred to
lmirable history of the institution prepared by the late Professor
tle for the third edition of Corwin's Manual of the Reformed
in America, and to the annual catalogue of the college.

# Chapter XI.

## SETON HALL COLLEGE.[1]

This important college was founded in 1856, under the active leadership of Right Rev. James Roosevelt Bayley, then the bishop of the new sée of Newark. When Bishop Bayley entered upon the administration of his new duties his earliest efforts were directed toward improving the educational facilities of the diocese. The parochial school system, which then flourished in many parishes of the State, received substantial support and encouragement from him, but he was ambitious to found an institution where the graduates of these parish schools could receive a higher education in science, literature, and arts. Fortunately, he had with him at this time as his efficient aid Rev. Bernard J. McQuaid, now the bishop of Rochester. The first step taken was to purchase the buildings of the Young Ladies' Academy at Madison, N. J., and here the college was formally opened September 1, 1856. Five students answered the first roll call. Before the end of the month this number had increased to 25.

Bishop Bayley named the college "Seton Hall," in honor of his aunt, Mother Elizabeth (Bayley) Seton, who after the death of her husband, William Seton, had become the mother superior of a community of the Sisters of Charity at Emmittsburg, Md.

Father McQuaid became the first president, and devoted all his splendid energy to the building up of a first-class institution of learning. Bishop Bayley gave it the benefit of his influence and active help until, in 1872, he was transferred to the archiepiscopal see of Baltimore. He died in 1877 at Newark, N. J., having never, even to the last, lost his interest in and affection for the college which he had founded.

The charter of the college was granted by the New Jersey legislature in 1861. It incorporated "James Roosevelt Bayley, Patrick Moran, Bernard J. McQuaid, John Mackin, Michael Madden, Henry James Anderson, Orestes A. Brownson, Edward Thebaud, jr., Daniel

[1] For the facts about Seton Hall College I am indebted to the officers and especially to Rev. J. A. Stafford, S. T. L., the vice-president, who has kindly aided me throughout, read the manuscript and contributed many essential particulars.

lan, William Dunn, Dominic Eggert, Michael J. Ledwith, and Richmond, and their successors, being members of the Roman olic Church," as trustees of the "Seton Hall College." It invested trustees with the management of its affairs, and empowered to confer the "usual academic and other degrees granted by any college in the State."

e growth of the college soon rendered the buildings at Madison equate to its wants. In 1860 a new site in the Orange Mountains, enient to the city of Newark, was fixed upon and the erection of necessary buildings was at once begun. The college was opened at ew site September 10, 1860, with 60 pupils in attendance. It had president Rev. B. J. McQuaid, and with him 16 professors and s. A beautiful new chapel was built in 1863, and an era of nted prosperity seemed to have set in. Even during the trying of the civil war Seton Hall continued to grow, and its buildings o be enlarged to twice their original size. But in January, 1866, destroyed the beautiful marble villa which was on the grounds they were originally purchased for the college. Temporary ters were procured for the departments which had been rendered less. Father McQuaid, with characteristic energy, set himself to the money needed to restore the ruined buildings. The occasion seized to make the new structures far more spacious and more tecturally ornate than before. In due time the beautiful buildings complete and were occupied by an increased number of intelligent ambitious students.

thing occurred to mar the prosperity of this career for many years. [arch, 1886, however, another fire destroyed the principal college ling and most of its contents. Immediately the president, Rev. s H. Corrigan, sent out a circular soliciting contributions from friends of the college for rebuilding the structure which had been oyed. The responses were prompt and liberal, and with the insur- received for the loss of the former building enabled the trustees ceed at once with the erection of a new building.

very considerable debt remained for some years over the college. very recently this has been entirely liquidated and the institution from the incumbrance.

ith a few exceptions the professors are priests of the Catholic ch, and the college is distinctively under the care and supervision e Catholics. The benefactors have been mainly of this body, but never has been a time when non-Catholic students have not com- a part of the undergraduate attendance.

e students almost invariably room in the dormitories of the college take their meals in the college refectory. The dues paid by the ents serve to defray the expenses of the table and the ordinary nses of the class room instruction.

A considerable number of prizes have been founded from time to time by the friends of the college. The principal of these prizes are as follows:

1. The Hamilton-Ahern gold medal, for good conduct, founded in 1865 by Messrs. Robert Hamilton of Sacramento, Cal., and S. J. Ahern, of Elizabeth, N. J.

2. The Bossier gold and silver medals, founded in 1865 by A. Bossier, esq., of Havana, Cuba, for the best recitation in the German classes.

3. The prize for Christian doctrine, founded in 1870 by the Right Rev. Mgr. Robert Seton, D. D., prothonotary apostolic.

4. The Greek prize, founded in 1871 by the Most Rev. J. Roosevelt Bayley, D. D.

5. The philosophical prize, founded in 1871 by the Right Rev. B. J. McQuaid, D. D., Bishop of Rochester.

6. The logic prize, founded in 1871.

7. The oratorical prize, founded in 1871 by Rev. P. Byrne.

8. The prize for natural science, founded in 1871 by P. Barry, esq., of Rochester, N. Y.

9. The prize for the best recitation in the freshman class, founded in 1871 by the Most Rev. M. A. Corrigan, D. D., Archbishop of New York.

10. The ethical prize, founded in 1872 by the Right Rev. Mgr. Thomas S. Preston, V. G., of New York.

11. The historical prize, founded in 1873 by Mrs. Kate Bruner, of New York.

The medals for good conduct are decided by the votes of the students. The other medals are decided by the standing of the students in class during the whole year, and by written and oral examinations at the end of each term.

Associated with Seton Hall College is the "Diocesan Seminary of the Immaculate Conception," which has no separate corporation existence from the college. The students are supported by the college, in return for which the right reverend bishop pays $250 for each of the seminarians so supported and educated, from a seminary fund derived from a tax upon the various parishes of the diocese. A number of "burses" have also been founded to promote the education of priests in the seminary. A burse consists of $5,000, and many of these funds have been instituted by the friends of the college and seminary.

Seton Hall College has had more than its share of distinguished men connected with it, either officially or as students. The right reverend bishop of Newark has always made his home within her walls, and has been ex officio president of her board of trustees. In this way the Right Rev. Bishops Bayley, Corrigan, and Wigger have successively occupied this supervisory position. The presidents of the college have been as follows: (1) Rev. Bernard J. McQuaid, A. M., now bishop of Rochester, 1856 to 1868; (2) Most Rev. Michael Augustine Corrigan, D. D.,

archbishop of New York, 1868 to 1874; (3) Rev. James H. Corri-
A. M., 1874 to 1888; (4) Rev. William F. Marshall, A. M., 1888.
these eminent men we add in closing this sketch the names of the
ent professors in the faculty: (1) Rev. William F. Marshall, A. M.,
ident; (2) Rev. John A. Stafford, S. T. L., vice-president and dis-
narian; (3) Rev. Joseph J. Synnott, D. D., professor of English;
Rev. Henry C. Phelan, D. D., professor of Latin and English;
Rev. Charles H. Mackee, S. T. L., professor of philosophy; (6) Rev.
ge Doane O'Neill, A. M., professor of English, Latin, and Greek.
above clerical professors are assisted by a corps of competent lay
essors and tutors in the various branches of natural science, mathe-
cs, and music.
e number of students in attendance during the academic year
-95 was 160, and in the Seminary of the Immaculate Conception 35.

# Chapter XII.

## THE STEVENS INSTITUTE OF TECHNOLOGY.

By President HENRY MORTON.

The Stevens Institute of Technology owes its existence to the munificence of Mr. Edwin A. Stevens, of Hoboken, N. J., who, in his will, dated April 15, 1867, bequeathed a block of ground between Fifth and Sixth and Hudson and River streets, Hoboken, and $150,000 for the erection of buildings "suitable for the uses of an institution of learning," and also such sum of money, not to exceed $500,000, as his executors might consider necessary for maintaining said institution of learning.

Mr. Stevens's executors, being his widow, Mrs. Martha B. Stevens, Mr. W. W. Shippen, and the Rev. Samuel B. Dod, considered the entire sum of $500,000 necessary, and accordingly appropriated it as an endowment fund to this institution, but the United States Government shortly afterwards demanded and collected about $45,000 as a collateral inheritance tax, diminishing the endowment by that amount. Numerous efforts have been made to secure the return of this money from the Treasury of the Government, but without success.

In the early summer of 1870, the trustees, having obtained a plan of building from a prominent architect and made good progress with its erection, selected Prof. Henry Morton, Ph. D. (then occupying the chair of chemistry in the University of Pennsylvania, and the office of resident secretary of the Franklin Institute), as president of the "institution of learning" which they were to create under the will of Mr. Stevens and a charter from the State of New Jersey (approved February 15, 1870), and to which they had given the name of "The Stevens Institute of Technology."

During the summer of 1870 and the succeeding seasons of 1870 and 1871 the building was completed and furnished and a faculty selected, so that by the end of the summer of 1871 all was ready for operation.

On the third Wednesday of September, 1871, the Stevens Institute

chnology began its active existence as a school of mechanical neering, with the following officers:

*stees.*—Mrs. E. A. Stevens, Rev. Samuel B. Dod, William W. Shippen.
*ulty.*—Henry Morton, Ph. D., president; Alfred M. Mayer, Ph. D., professor of cs; Lieut. Col. H. A. Hascall, United States Army, professor of mathematics; t R. Leeds, A. M., professor of chemistry; Robert H. Thurston, C. E., professor chanical engineering; Charles W. MacCord, A. M., professor of mechanical ng; Charles F. Kroeh, A. M., professor of languages; Rev. Edward Wall, A. M., sor of belles-lettres.

alizing the necessity of a preparatory school of some sort under control of the institute, arrangements were made, contemporane- with the opening of the institute, by which a preparatory school dy in existence was placed under the management of Professor , as the Stevens Institute High School.

ring the college year 1872–73 Lieutenant-Colonel Hascall resigned ccount of ill health, and Prof. De Volson Wood, C. E., of the igan State University, Ann Arbor, was appointed to the chair of ematics and mechanics.

ring these same years, 1872–73, the east wing of the institute ing was erected and occupied by the Stevens Institute High ol, which was removed from its temporary location at Sixth and len streets.

1875 a mechanical laboratory was established at the suggestion of essor Thurston in connection with his department of mechanical neering, and Professor Thurston, as director of this laboratory, ncted therein numerous investigations for scientific and commer- urposes, the results of which were from time to time published in ns engineering journals or like organs. Considerable additions also made to the machinery of the department through the busi- of this mechanical laboratory.

ring the years from the opening of the institute to 1876, inclusive, y original researches had been made and published by various bers of the faculty, so that when, in the catalogue of that year, a f the titles of such publications was printed it occupied ten large s. The printing of this list, with additions, as new papers were ished, was continued until 1879, when it was discontinued in order crease the bulk of the catalogue. It had then reached the dimen- of sixteen large pages.

1876 the institute sent to the Centennial Exhibition at Philadel- an exhibit consisting of apparatus and instruments of research, also of drawings and pieces of machinery, the work of students, ly extensive to fill an ordinary freight car.

1880 an addition was made to the faculty of the institution by the ntment of Prof. James E. Denton, M. E., a graduate of the insti- 1875, as instructor in experimental mechanics and shop work, during the same college year of 1880–81 the workshops of the insti- which had before occupied the east basement, were transferred en present location.

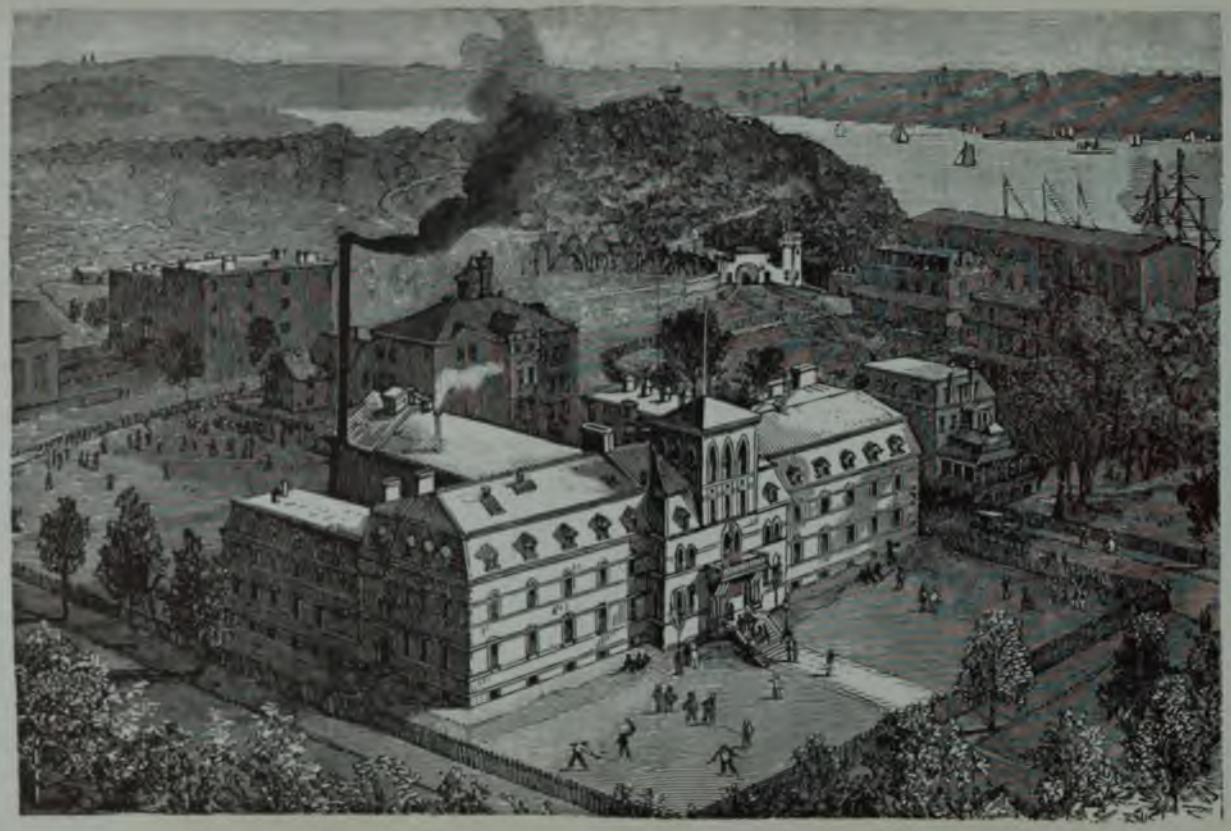

FIG. 1.—STEVENS INSTITUTE OF TECHNOLOGY BIRD'S-EYE VIEW OF BUILDINGS AND VICINITY.

FIG. 2.—STEVENS INSTITUTE OF TECHNOLOGY. PART OF MAIN MACHINE SHOP.

Originally this location had been fitted up as a lecture room for public lectures, and had been so used in the early days of the institute. Being afterwards little used for this purpose, it was converted into a gymnasium, but in this shape also soon ceased to be utilized to any adequate extent. When, therefore, on the extension of the institute course in the direction of applied mechanics, it became very desirable greatly to increase the workshop facilities of the institute, the trustees willingly accepted a proposition from President Morton to alter the gymnasium by building galleries, etc., and fit it up with steam engines, machine and other tools at his own expense. This was done at an outlay of about $10,500, and the new workshop was formally presented to the trustees by President Morton on the 14th of May, 1881.

In 1882 another addition was made to the faculty of the institute by the appointment of Prof. A. Riesenberger, M. E., a graduate of the institute in 1876, as instructor in mechanical drawing.

In 1883 a further addition was made to the faculty by the appointment of Prof. Clarence A. Carr, assistant engineer, United States Navy, as professor of marine engineering and instructor in mathematics; and also by the appointment of Prof. Wm. E. Geyer, Ph. D., as professor of applied electricity.

In connection with this last appointment and to aid in the establishment of the new department of applied electricity, President Morton donated to the institution, for the purchase of new apparatus and other expenses, something over $3,500, which sufficed to carry on this department until the general resources of the institute were able to support it.

Mr. Denton's title was also changed from instructor to professor at this time.

On the 2d of September, 1885, the trustees lost by death Mr. Wm. W. Shippen, and some months afterwards elected President Morton to fill the vacancy thus occasioned.

In 1886 two changes occurred in the personnel of the faculty: Prof. R. H. Thurston resigned the chair of mechanical engineering, and was succeeded by Prof. De Volson Wood, whose former chair of mathematics and mechanics was filled by the appointment thereto of Prof. J. Burkitt Webb, formerly of Cornell University.

Professor Carr, being recalled by the Navy Department, also resigned his chair, and was replaced by Prof. William H. Bristol, M. E., a graduate of the institute in 1884, who was appointed instructor in mathematics.

In 1887 the trustees decided to increase their number by electing an additional trustee from among the alumni of the institute, such alumnus trustee to be selected from two or more who should be nominated by the alumni association of the institute.

In accordance with this plan, Mr. A. P. Trautwein, M. E., of the class of 1876, was duly elected a trustee October 12, 1887.

·ing the summer and fall of 1887 and winter of 1888 a new build-
as erected at a cost of $50,000 for the accomodation of the high
l, and it was occupied after the Easter holidays of 1888.
·ing the summer of 1888 the wing formerly occupied by the high
l was fitted up on its first and second floors as an electrical lab-
·y and lecture room respectively, and on its third floor as a
·matical laboratory and lecture room.
·ensive changes were also made in other places of the building,
for example, as those to increase its security against fire by the
on of four "party walls," iron-plated doors, and the like; also
alterations and additions such as the rearrangement of cases and
; in the library, the erection of a set of post-office boxes, etc.
1887 other additions were made to the faculty by the appoint-
of Prof. Thomas B. Stillman, Ph. D., to the chair of analytical
stry, and by the appointment of Prof. D. S. Jacobus, M. E.,
duate of the institute in 1884, as instructor in experimental
anics and shopwork.
1888 the titles of Messrs. Riesenberger, Bristol, and Jacobus were
ged from "instructor" to "assistant professor."
new chair was also established under the title of engineering
ce, and the sum of $10,000 was donated to the trustees by Presi-
Morton as a first installment toward the endowment of the same.
Coleman Sellers, E. D., was elected to this chair, and delivered
st course of lectures during the fall of 1889.
1892 President Morton placed in the hands of the trustees the
of $20,000 as a further endowment of the chair of engineering
ce, and in the same year the board of trustees was enlarged by
lection of the following gentlemen: Mr. Andrew Carnegie, A. C.
ohreys, M. E., Charles Macdonald, C. E., Hon. A. T. McGill,
·ellor of New Jersey, and Mr. Edwin A. Stevens.
1893 the number of alumni trustees was increased to three.
·ing July and August of 1893 a new building was added to the
ite structures, accommodating the dynamo machines and motors
· electrical department on its ground floor and giving a large
room and office for the department of languages on its second
The shop gallery was also converted into a complete second floor,
ich were arranged a class room and offices for the department of
al mechanics and a woodworking shop.
se and other alterations rendered it possible to divide the classes
wo sections, so as to double the efficient capacity of the institute.
to this, about 40 per cent of the well-prepared applicants had
me years been rejected for lack of accommodation.
development of the course of instruction at the institute during
quarter century of its existence may be appreciated, among other
s, by a comparison of its list of trustees and faculty, as it appears
catalogue for 1895, with that given at the opening of this sketch.

Trustees and faculty of the Stevens Institute of Technology, 1895, are as follows:

*Board of trustees.*—S. B. Dod, president; Andrew Carnegie, vice-president; Henry Morton, Ph. D., secretary; E. A. Stevens, treasurer.

Mr. Andrew Carnegie, New York City; Mr. S. B. Dod, Hoboken; Mr. William Howitt, M. E., Trenton, N. J.; Mr. Alexander C. Humphreys, M. E., Philadelphia, Pa.; Hon. Alexander T. McGill, Jersey City, Chancellor of New Jersey; Mr. Charles MacDonald, C. E., New York City; President Henry Morton, Ph. D., Hoboken; Mr. E. A. Stevens, Hoboken; Mrs. Edwin A. Stevens, Hoboken; Edward B. Wall, M. E., Pittsburg, Pa.; Mr. Alfred R. Wolff, M. E., New York City.

*Faculty.*—Henry Morton, Ph. D., president; Alfred M. Mayer, Ph. D., professor of physics; De Volson Wood, A. M., C. E., professor of mechanical engineering; J. Burkitt Webb, C. E., professor of mathematics and mechanics; Charles W. MacCord, A. M., Sc. D., professor of mechanical drawing; Albert R. Leeds, Ph. D., professor of chemistry; Charles F. Krœh, A. M., professor of languages; Rev. Edward Wall, A. M., professor of belles lettres; Coleman Sellers, E. D., professor of engineering practice; James E. Denton, M. E., professor of experimental mechanics and shop-work; William E. Geyer, Ph. D., professor of applied electricity; Thomas B. Stillman, Ph. D., professor of analytical chemistry; Adam Riesenberger, M. E., assistant professor of mechanical drawing; William H. Bristol, M. E., assistant professor of mathematics; D. S. Jacobus, M. E., assistant professor of experimental mechanics and shop-work; Samuel D. Graydon, M. E., assistant professor of mechanical drawing; Robert M. Anderson, M. E., assistant professor of applied mathematics; George L. Manning, M. E., assistant professor of physics and chemistry; Albert R. Lawton, A. M., instructor in languages; F. D. Furman, M. E., assistant in mechanical drawing; Horace S. Verley, assistant in applied electricity; Matthew Lackland, instructing mechanic in workshops.

As to the objects aimed at in the course of instruction provided in the institute and the results attained, it will suffice to quote what was said on these subjects by President Morton at the presentation of the workshop to the trustees, and to add that time and experience have thoroughly indorsed all that was there stated.

The passage referred to reads as follows:

Our object always has been and is to graduate, not journeymen mechanics, but mechanical engineers, and the long list of our graduates now occupying high positions of responsibility in the various machine shops of the country bears abundant witness to our success in the past. For the future we have no idea of allowing our workshop course in any way to displace the invaluable instructions of the other departments, but on the contrary we intend that it shall render them only more efficient by making closer their relations to what every student sees to be the object of his course here, namely, the acquirement of the various and extensive knowledge—scientific, mathematical, and practical—which will enable him to grapple successfully with the vast and difficult problems daily presented to the mechanical engineer.

To master such problems he must not only be practically familiar with the operation of machine and other tools, the process of molding and forging metals and the like, but he must also be able to understand at a glance the ideas of others as expressed in "mechanical drawings," and express his own ideas accurately in the same way.

He must also have a complete mastery of all mathematical processes available for calculating the action of forces, distribution of strains, transformations of energy, and the like.

ust likewise have a large acquaintance with the vast body of recorded expe- and logical deduction from the same, which constitutes the science of ical engineering.

ust also have such a knowledge of the facts and laws of physics and chemistry enable him to employ the forces of nature here indicated for his purposes oid their inimical influences.

again, he must have such a knowledge of modern languages and of history, ire, and the other elements of social culture as will fit him to associate on f equality with other educated men.

y, but not least, he must have such knowledge of the financial relations of ject, the cost of labor and material, the relative economy of various processes like, as will enable him to choose judiciously in selecting an outfit for any ical establishment and estimate accurately as to its cost.

woodcuts accompanying this article illustrate some of the es of the institute. One figure gives a bird's-eye view of the insti- uildings and surroundings. The main building faces toward the

Its basement is occupied by a portion of the department of mental mechanics and shopwork in the various arrangements of es and machinery involved in the course of experimental mechan- Here are found steam, hot air, and gas engines, pumps, dyna- ters, injectors, calorimeters, condensers, fan blowers, water s, oil testers, and numerous other pieces of apparatus, or rather nery, used in the exercises of this course.

the first floor, the east or right end of the main building is ied by the physical laboratory, the west end by the library, and ntral portion by the offices of the president and treasurer. The l floor has to the east the lecture rooms and studies of the pro- s of physics and chemistry, and to the west the lecture rooms of ofessors of engineering and mathematics. The third floor of the main building is occupied by the department of drawing.

wing to the west (left side of picture) is occupied on all its four by the department of chemistry. The corresponding wing to the occupied by the electric department on its lower floors and on per floor accommodates the department with one lecture room rofessor's study.

central wing accommodates in part the department of experi- l mechanics and shop work, with shops, foundry, lecture rooms, udies for the professors of this department.

re is also between this central wing and the east wing a building stories, the lower accommodating in part the department of d electricity and the other giving a lecture room and study to epartment of languages. The large building back of the east is the Stevens school, accommodating over 250 students, and in e professor of belles-lettres, who is also its director, receives his ate classes.

he right of the picture is seen the Hudson River with New York on its farther shore, while the hill to the northeast of the insti- s occupied by the former residence of Edwin A. Stevens, the of the institute. The other views, with their descriptive titles, n themselves.

FIG. 3.—STEVENS INSTITUTE OF TECHNOLOGY, THE FOUNDRY AND BLACKSMITH SHOP.

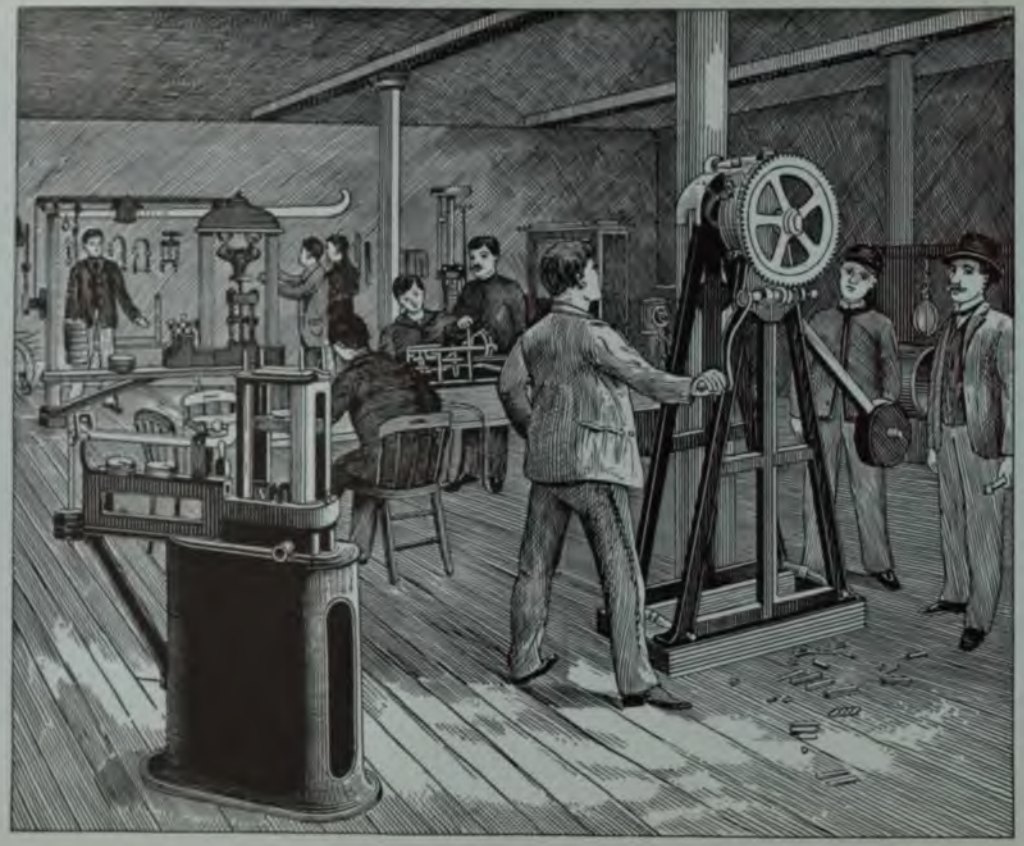

FIG. 4.—STEVENS INSTITUTE OF TECHNOLOGY. A CORNER OF THE TESTING ROOM.

FIG. 5.—STEVENS INSTITUTE OF TECHNOLOGY. THE ELECTRICAL LABORATORY.

# Chapter XIII.

## HISTORY OF THE THEOLOGICAL SEMINARY OF THE REFORMED CHURCH IN AMERICA LOCATED AT NEW BRUNSWICK, N. J.

By Rev. E. T. Corwin, D. D.

The Theological Seminary of the Reformed Church in America located at New Brunswick, N. J., since 1810, was virtually begun by the election of Rev. Dr. John H. Livingston as professor of divinity in 1784. It is well known that the Dutch colonists had a high regard for religion and education, but during the whole of the colonial period there was great difficulty in securing a sufficient number of ministers. For more than a century after the first settlement almost all the ministers came from Holland. Most of these were graduates of the great universities in the Fatherland or other parts of Europe. In course of time a few young men went to Europe for education and ordination, but these only numbered about a dozen up to the time of the Revolution. One minister then also served at least three churches. The necessity of an educational institution in America, therefore, became more obvious with every decade. In 1747 an association was formed, called the Coetus, one of whose duties was to examine and ordain young men who had obtained some sort of an education by private study, but in each case special consent had to be obtained from the classis of Amsterdam. This was not only a burdensome routine in itself, but the plan also did not work satisfactorily. Only five men were ordained by this body in six years. In 1753, therefore, the Coetus assumed independence and changed itself into a classis and exercised for itself all ecclesiastical powers; but this classis was able to ordain only nine young men in sixteen years (1754–1770). But, in connection with the assumption of independence by the Coetus, a secession took place from that body, which called itself the Conferentie, and this party sought to secure a professorship of divinity in King's (now Columbia) College, which was just about to be chartered. But as this institution was to be under Episcopal control, and for other reasons, the church repudiated this scheme and the Coetus party obtained a charter for Queen's College in New Jersey in 1766. This was to be for the benefit

Dutch Church exclusively, but, this plan soon appearing to be stricted, a new charter was obtained in 1770 of a more liberal :ter, and the location of this institution was finally fixed at New wick, N. J. While it was to be a general collegiate institution, ief design, according to its charter, was to train up a ministry e Dutch Church, but the Revolution delayed the development of se plans. At its close in 1784 the provisional synod then exist- hich had been constituted in 1771 by a union of the Coetus and nferentie, and which had (1771–1784) ordained only thirteen men, ng both King's and Queen's colleges, elected Rev. Dr. John H. gston to be professor of divinity in the church at large and Rev. erman Meyer to be professor of the Biblical languages.

the poverty of the country after the war prevented the securing lowments. Repeated efforts were therefore made by Queen's Col- induce the synod to unite their theological professorship with nstitution, but a quarter of a century elapsed before success ed their efforts. From 1789 until 1810 Dr. Livingston, retaining storship in the collegiate church of New York, taught theological its gratuitously. As a matter of convenience to students, other ters also, from time to time, were appointed professors in various ties to assist in teaching, but all students were required finally to amined by Dr. Livingston and receive a testimonial from him to e them to ask for an examination for licensure. About 90 were graduated, 1784–1810.

general synod finally accepted the overtures from Queen's College te their professorship with that institution, and in 1807 a covenant ntered into in which it was agreed that the trustees would com- he literary interests of the college with the promotion of an able try for the Dutch Church; that the funds which the trustees raise in the State of New York should be an endowment for the 's professor of theology, as well as for the assistance of needy nts preparing for the ministry; that certain moneys raised by the in 1806 should be transferred to this endowment fund, known to 1828 as the professorial fund, and which was to be administered e trustees. The trustees also agreed always to call as their pro- of theology such professor as should be elected by the general , and that this permanent professorship should be located at New swick, N. J.; that said professor should remove to New Brunswick n as the condition of the professorial fund warranted it, and that rd of superintendents should be appointed by the general synod perintend the theological instruction, to assist the professor in ging the course of studies, to examine students, and if their inations were satisfactory to grant them certificates entitling them a classis to examine them for licensure. The synod also agreed ist in providing a suitable library and in the erection of a theo- l hall.

Funds were collected to such an amount by February, 1810, as warranted the trustees in calling Dr. Livingston to the presidency of the college and to be theological professor therein. In the following October he removed to New Brunswick at a great personal sacrifice, and began his labors with a class of five students. The cost of the hall, which was begun in 1809, and a financial crisis just at this time, delayed the success of the endowment, and the professor was but partially and irregularly paid. He secured, however, in 1814, from his friend, Rev. Elias Van Bunschoten, the gift of a fund, which ultimately amounted to about $20,000, to help needy students preparing for the ministry. Although belonging to the general synod, this fund was placed in the hands of the college trustees, as the synod was not then incorporated. It is still administered by the trustees of the college. This fund was the beginning of the educational funds of the church for helping needy students having the ministry in view. Many other gifts have since been received and scholarships founded for this purpose. These are now held either by Rutgers College, or the general synod, or the board of education, which was founded in 1828 and incorporated in 1869, and now amount to about $250,000. A plan of the theological school was adopted in 1812 relating to the powers of general synod, of the board of superintendents, the duties of professors, of students, the time and course of studies, etc. This plan was revised in 1828, elaborated in reference to the department of didactic theology in 1841, and entirely rewritten in 1888, adapting it to the enlarged conditions of the institutions.

The embarrassment which occurred in reference to the endowment soon after Dr. Livingston's removal to New Brunswick was partly met by the promise of the church of Albany in 1814 to give $750 per year for six years and of the church of New Brunswick to give $200 per year for the same period. Collections were also taken up in the churches for several years for the same object. Upon the strength of these promises Rev. Dr. John Schureman was elected professor of ecclesiastical history, church government, and pastoral duties in 1815, but in three years he was cut off by death. In 1819 Rev. Dr. John Ludlow was elected professor of Biblical literature and ecclesiastical history, but in four years he resigned on account of the still continuing financial embarrassments.

From 1816 to 1825 the college exercises were suspended for the same reasons. There was also considerable difficulty between the college trustees and the general synod in adjusting the cost of the hall and the balance of the professorial fund. In 1815, therefore, the synod began to raise what they called a permanent fund, and in 1819 the general synod was incorporated. Meanwhile Dr. Livingston, who had been receiving very little compensation for his services, earnestly pleaded for the permanent endowment of the theological professorships. An elder now asserted that a second professorship could be endowed

hundred subscriptions of $250 each in the churches of New , New York City, and Long Island. Committees were accord- ppointed, and in 1823 they produced subscriptions amounting ,675. On the strength of this (although the money was not yet ed) Rev. Dr. John De Witt was at once elected as Dr. Ludlow's sor. But the particular synod of Albany was not to be outdone particular synod of New York. The next year they sent in a ption list of $26,715 for a third professorship. While these s were in course of collection, and to meet present emergencies, llegiate Church, of New York, promised $1,700 per year for three which was also continued for a fourth year. Dr. Livingston had o see the institution fairly endowed, according to the views of ty. He died on January 20, 1825, 79 years of age.

Dr. Philip Milledoler soon succeeded him, serving in the chair etic theology for sixteen years, resigning in 1841. Rev. Dr. S. Woodhull was also elected in 1825 to the chair of ecclesiastical , church government, and pastoral theology, but he died during lowing year, and the Rev. Dr. James S. Cannon succeeded him. ved the church in that chair for twenty-six years, 1826–1852. Dr. tt died after eight years of service, in 1831, and Rev. Dr. Alex- McClelland succeeded him, occupying the chair of Biblical liter- rom 1832 to 1851.

financial relations between the general synod and the trustees en's College were finally adjusted by the transfer of the college ty to the general synod and the payment of $4,000 by the synod trustees. This was in 1825. The college was now reopened the name of Rutgers, and a covenant was entered into between neral synod and the trustees, in which the synod agreed to allow stees such parts of the hall (now known as Queens building) as be necessary for the exercises of the college, while the theolog- ofessors were to perform such duties in the college as the synod deem best calculated to promote the mutual interests of both tions.

839 this covenant was amended, providing that no theological sor should hereafter be president of the college, urging also the ity of perfect harmony between the two institutions, and engag- at the theological professors should preach in the college chapel idays in turn. The tuition fees of the professors were also to be rtly out of the educational funds of the church, if necessary, and state of the funds permitted. The synod was also brought under bligations to allow a certain amount of room in the hall for col- ercises, and the synod also agreed not to sell or lease the college ty without the consent of the trustees.

840 the covenant was further amended, the synod committing to stees the entire election of the college professors and the entire gement of the funds and affairs of the college; but the theological

professors were requested for the present to continue their services in the college, so far as they could without interfering with their duties in the seminary. Tuition fees were still to be allowed for beneficiaries in the college from the educational funds of the church. In 1828 the balance of the old professorial fund held by the trustees was transferred to the synod.

Out of the sums subscribed for the second and third professorships in 1823 and 1824, amounting to $53,390, only about $41,000 was finally realized, and $7,000 of this amount was used for the liquidation of debts. In 1835 only about $34,000 had been added to the permanent fund. Another effort was now made to increase the endowment, and $41,083 was raised, but $7,000 was again needed for arrearages and other debts, leaving again about $34,000 to be added to the permanent fund.

In 1841, upon Dr. Milledoler's resignation, Rev. Dr. Samuel A. Van Vranken was chosen to succeed him. He filled the chair of didactic theology for twenty years, dying in 1861, when Rev. Dr. Joseph F. Berg was chosen in his place. He occupied this chair for ten years. Rev. Dr. William H. Campbell succeeded Dr. McClelland in the chair of Biblical literature in 1851. Dr. Campbell resigned in 1863 to become president of Rutgers College. Rev. Dr. John Ludlow now a second time became a professor in the institution, succeeding Dr. Cannon in 1852 in the chair of ecclesiastical history, but in five years he died.

Meantime, in 1854, a movement was started at Dr. Campbell's suggestion to secure a separate theological hall for the seminary, although the synod still owned the college building. This finally resulted, in 1856, in the erection of the Peter Hertzog Theological Hall by Mrs. Anna Hertzog, of Philadelphia, at an expense of $30,700. Ten years later her will gave the synod $10,000 to keep the hall in good repair. The plot upon which it was erected, about 6 acres in extent, was chiefly the gift of Messrs. Neilson, Bishop, and Dayton, of New Brunswick.

On account of these changes the synod, in 1864, reconveyed the college property to the trustees for the nominal sum of $12,000, and the union of the two institutions, begun by the covenant of 1807, was finally dissolved. The theological professors were soon released from all further duties in the college, though as a matter of courtesy they have generally continued to preach in the college chapel on Sundays.

With the death of Dr. Ludlow, in 1857, Rev. Dr. Samuel M. Woodbridge was chosen to succeed him in the department of ecclesiastical history, and, after more than forty years of service, yet remains the honored incumbent. In 1863 Rev. Dr. John De Witt (son of the former Professor De Witt) succeeded Dr. Campbell in the chair of Biblical literature.

With the erection of Hertzog Hall the seminary started out on a new departure. As early as 1857 the expediency of appointing a professor of rhetoric and pastoral theology was considered, but it was

ıt this could not be done by detailed solicitation, but must be y some wealthy individual. Special lecturers were engaged from › time. A standing committee on the property, consisting of the professors and three others, was now appointed, which was also :he synod's committee to seek to increase the endowment. Rev. cholas E. Smith now offered $40,000 as an addition to the per- t fund if the church would raise the same amount to endow a professorship of pastoral theology and sacred rhetoric. About 0 was soon subscribed toward the enlargement of the permanent ınd Dr. Smith gave his bond for $40,000, and the synod of 1865 l Rev. Dr. David D. Demarest professor of pastoral theology and rhetoric, who still honorably fills this office. Dr. Smith paid the ıt on his bond for a couple of years, when financial embarrass- compelled him to ask the synod to release him from the obliga- This was done. But his kind offer had secured from the church 0,000 above alluded to, and with $10,000 of this amount, and the 0 received for the transfer of the college property back to the trus- esidences for the professors began to be built in the plot contain- ertzog Hall. The gift of Dr. Smith, though it failed, started a evelopment in the endowment of the institution.

866 the faculty requested to be relieved of the care of the prop- nd the raising of money, which their position in the standing ttee had required of them. The synod at first refused, but in ıpon renewal of their request, modified the constitution of the ttee so that it should consist of ten members (reduced in 1869 , only one of whom should be a member of the faculty. They ıuthorized to appoint a financial agent. They at once resolved ıe an effort to raise $100,000. Rev. Dr. James A. H. Cornell was ıted financial agent, and held the office for four years—1869–1873. on obtained a subscription from James Suydam for $40,000 to the chair of didactic theology. In a couple of years he increased ıdowment to $60,000, in view of the fact of the probable election of Rev. Dr. Abram B. Van Zandt, his old friend and pastor, to ›sition in place of Dr. Berg, who had died. Dr. Van Zandt held ›sition for nine years, dying in 1881.

permanent fund was greatly relieved by the special endowment chair of didactic theology. Dr. Cornell next received nineteen ıptions of $2,500 each ($47,500) for the purchase of books for rary. This sum was not to be permanently invested, but wisely ted for books as rapidly as practicable. Accumulating interest expended balances ultimately made this fund about $55,000. He ıised about $16,000 from various contributors for the permanent and about $16,000 for the immediate improvement of the prop- especially Hertzog Hall. He also further interested not only Suydam, but Gardner A. Sage, in the institution. These gen- ı gave $9,000 each for the purchase of a house for the professor

of didactic theology, which has since 1884, on account of other arrangements, been occupied by the professor of oriental languages. Mr. Suydam also built Suydam Hall (1873) at a cost of $100,000, containing lecture rooms, museum, chapel, and gymnasium, while Mr. Sage built the Gardner A. Sage Library at a cost known only to himself.

In 1875 the books of the old library in Hertzog Hall were removed to this new and spacious building. A committee was now appointed to expend the funds raised for the purchase of books. It consisted of the four members of the faculty—Professors Woodbridge, De Witt, Demarest, and Van Zandt—together with Drs. Chambers, Corwin, and Hartranft. Upon Dr. Hartranft's removal to another field, in 1878, Dr. Jacob Cooper, of Rutgers College, was appointed to take his place. This committee held monthly meetings for about ten years (1875–1885), and expended the $55,000 in works chiefly of a theological, philosophical, and historical character, but also not a few were purchased of a general nature, and this library became one of the best equipped in its line in the country. There is very little lacking in the line of ecclesiastical history. It contains about 45,000 volumes.

Mr. Suydam died in 1872 and left by will $20,000 for the maintenance of Suydam Hall, $20,000 for the general improvement and repair of the seminary property, and $20,000 for a new professorial dwelling for the professor of didactic theology. This house was not erected until twelve years later, when the money for this object had accumulated to about $32,000. The balance, about $11,000, was ultimately set apart by the synod for general repairs of professorial dwellings.

Mr. Sage gave largely every year to meet the incidental expenses of Hertzog Hall. In 1880 he gave $25,000 as a permanent endowment of this hall, $35,000 as a fund for the incidental expenses of the library, $20,000 as a fund for the purchase of books, and $5,000 for the finishing of the basement of the library. A balance of this last amount, in 1892, with other funds, was used for the erection of a residence for the librarian. He also gave $5,000 for scholarships. Mr. Sage died in 1882 and left by will $50,000 for the endowment of a fifth professorship, without specifying what it should be. In 1884 the general synod divided the professorship of Biblical literature into two, assigning Mr. Sage's special endowment to the support of a professorship of Old Testament languages and exegesis, to which Rev. Dr. John G. Lansing was elected. In 1881 Rev. Dr. William V. V. Mabon was chosen to succeed Dr. Van Zandt, holding the office for eleven years. In 1893 Rev. Dr. J. Preston Searle was chosen to this chair. Upon the resignation of Dr. DeWitt, in 1892, Rev. Dr. James F. Riggs was elected to the chair of Hellenistic Greek and New Testament exegesis.

In 1873 Nicholas T. Vedder, of Utica, presented to the synod $10,000 in railroad bonds for the establishment of a course of lectures on "The present aspects of modern infidelity, including its cause and cure." These lectures were delivered for about fourteen years, although after

e railroad company failed to pay interest. The course was dis-
ued in 1889. In 1888 Elder N. F. Graves, of Syracuse, provided
ourse of lectures on missions, which have been delivered annu-
distinguished friends of the cause to the present time.

seminary, since its foundation in 1784, has sent forth about 1,000
men into the ministry, of whom about 50 have become foreign
naries. Its real estate is now worth about $300,000; its profes-
and lecture funds about $300,000; funds for the care of its prop-
bout $100,000; for the purchase of books, $20,000; for the sup-
f the library (salary of librarian and incidentals), $35,000, and
support of Hertzog Hall, $25,000, in all more than three-quarters
illion, together with educational funds to help those preparing
ministry, whether in grammar school, college, or seminary, of
a quarter of a million.

professors and lectors in connection with the Theological Semi-
784–1898, are as follows:

ohn H. Livingston, D. D., professor of didactic theology, 1784–1825.
ermanus Meyer, D. D., professor of languages, 1784–1791; lector in theology,
1.
olomon Froeligh, D. D., lector in theology, 1792–1797; professor of theology,
2.
heodoric (Dirck) Romeyn, D. D., lector in theology, 1792–1797; professor of
, 1797–1804.
ohn Basset, D. D., teacher of Hebrew, 1804–1812.
eremiah Romeyn, D. D., professor of Hebrew, 1804–1810.
ohn M. Van Harlingen, D. D., professor of Hebrew and ecclesiastical history,

ohn Schureman, D. D., professor of ecclesiastical history, church government,
toral duties, 1815–1818.
ohn Ludlow, D. D., professor of Biblical literature and ecclesiastical history,
3.
ohn DeWitt, D. D., professor of Biblical literature and ecclesiastical history,
5; professor of Biblical literature, 1825–1831.
hilip Milledoler, D. D., professor of didactic and polemic theology, 1825–1841.
elah S. Woodhull, D. D., professor of ecclesiastical history, church govern-
d pastoral theology, 1825–26.
ames S. Cannon, D. D., professor of ecclesiastical history, church government,
toral theology, 1826–1852.
lexander McClelland, D. D., professor of Biblical literature, 1832–1851.
amuel A. Van Vranken, D. D., professor of didactic and polemic theology,
1.
illiam H. Campbell, D. D., LL. D., professor of Biblical literature, 1851–1863.
amuel M. Woodbridge, D. D., LL. D.,[1] professor of pastoral theology, eccle-
l history and church government, 1857–1865; professor of ecclesiastical his-
church government, 1865.
oseph F. Berg, D. D., professor of didactic and polemic theology, 1861–1871.
ohn DeWitt, D. D., LL. D., L. H. D., professor of Biblical literature, 1863–
rofessor of Hellenistic Greek and New Testament exegesis, 1884–1892.
avid D. Demarest, D. D., LL. D., professor of pastoral theology and sacred
1865–
braham B. Van Zandt, D. D., LL. D., professor of didactic and polemic the-
872–1881

[1] Present faculty.

Rev. William V. V. Mabon, D. D., LL. D., professor of didactic and polemic theology, 1881-1892.

Rev. John G. Lansing, D. D.,[1] professor of Old Testament languages and exegesis, 1884-98.

Rev. James F. Riggs, D. D.,[1] professor of Hellenistic Greek and New Testament exegesis, 1892-97.

Rev. John Preston Searle, D. D.,[1] professor of didactic and polemic theology, 1893.

TEMPORARY ASSISTANTS.

Rev. Peter Studdiford, instructor in Hebrew, 1813-14.

Rev. James S. Cannon, D. D., instructor in ecclesiastical history, church government, and pastoral theology, 1818-19.

Rev. John S. Mabon, instructor in Hebrew and Greek, 1818-19.

Rev. Alexander McClelland, D. D., instructor in Hebrew, 1831-32.

Rev. George W. Bethune, D. D., lecturer on pulpit eloquence, 1857-58.

Rev. Prof. Samuel M. Woodbridge, D. D., LL. D., instructor in didactic and polemic theology, 1871-72, 1881, 1892-93.

Rev. Talbot W. Chambers, D. D., LL. D., assistant instructor in New Testament exegesis, 1883-84.

Rev. Edward T. Corwin, D. D., assistant instructor in Hebrew and Old Testament exegesis, 1883-84; January-March, 1889; January-February, 1890; September, 1890-May, 1891; New Testament exegesis, January-May, 1892.

[1] Present faculty.

# Chapter XIV.

## PRINCETON THEOLOGICAL SEMINARY.

first part of this sketch follows closely, in many instances ver-
the account of Princeton Seminary to be found in the Princeton
A series of sketches pertaining to the history, organization,
esent condition of the College of New Jersey. By Officers and
ates of the College. Boston: Houghton, Osgood & Co. 1879.
count was written by the Rev. Dr. George T. Purves, now a
or in the seminary. The full corporate title of the seminary
"Trustees of the Theological Seminary of the Presbyterian
."

is the oldest of the theological seminaries of the Presbyterian
in America. It was established in response to demands which
rough many years been growing more and more urgent, and
at the beginning of the century could no longer remain unheeded.
esbyterian Church had always stood for a high standard of min-
culture. This was her inheritance before her transplanting to
res of the New World. She brought with her from the reformed
es of Europe traditions of university education and professional
g as well as of orthodox faith and evangelical piety. In the
many temptations to lower her standards which the need of
the excitement incident to great revivals offered, she in the
nsistently refused to do so. But the time came when the prep-
of candidates for the ministry under the supervision of indi-
pastors was felt to be inadequate.

e opening years of the nineteenth century the difficulties con-
with the subject of ministerial education were enhanced by
ost inevitable accompaniments of the spiritual prosperity with
the church was then blessed. The call for men was increased.
anded congregations were unsupplied with pastors; and their
l in some cases been answered by men unfit, so far as intellec-
ining was concerned, to assume the duties of the office, and
newly awakened fervor rebelled against what seemed the cold
ticism of a more systematic training for the ministry. The
ly of 1804, in reply to a letter of inquiry written on behalf of

the presbytery of Transylvania, Ky., recommended that no relaxation of the usual requirements be made. It was believed that the purity of the church depended largely upon the knowledge as well as the piety of her teachers.

In providing better facilities for theological instruction the Presbyterian Church had been anticipated by the Congregationalists of New England, the Reformed Dutch, and the associated reformed churches. This made it the more imperative that she should have an institution of her own for the training of her own pastors. At the opening of the century it seemed to many of the leading men of the church that the time was ripe for the establishment of such an institution, and they began to seriously agitate the question. It is not known by what individual the matter was first proposed. It originated, however, among the members of the presbytery of Philadelphia, and there can be little doubt in the mind of one reading the records of the time that it was mainly due to the wisdom of a few men who, from the first and as long as they lived, contributed largely to its success, and of whom Dr. Ashbel Green, Dr. Archibald Alexander, and Dr. J. J. Janeway were especially conspicuous. In 1805 the first of these had reported to the general assembly an overture emphasizing earnestly the alarming need of more ministers, urging upon the congregations the adequate support of pastors in order that young men might not be deterred from the office by dread of poverty, and endeavoring to stimulate the activity and watchfulness of presbyteries in selecting and assisting their candidates.

There is, indeed, in this overture no proposal of a theological school, but it is sufficient to show the necessities of the church and the interest which its author took in the cause of ministerial education. The overture was adopted by the succeeding assembly, and at its October session of the same year, 1806, the presbytery of Philadelphia promptly acted on it by sending to the churches within its jurisdiction a long and earnest address calling attention to its contents, which was ordered to be read from their pulpits. There was still, however, no movement looking directly to the organization of a seminary. On the contrary, the assembly of 1806 recommended to the favorable consideration of the presbyteries a letter which had been received from President Smith setting forth the advantages offered for theological instruction in the College of New Jersey. But the time had come for more definite action. The influence of the few men already named was felt by others, and their ideas were not slow in taking shape. The first known direct mention of a seminary was made by the Rev. Archibald Alexander in his sermon before the assembly of 1808, in which he said:

> In my opinion we shall not have a regular and sufficient supply of well-qualified ministers of the gospel until every presbytery, or at least every synod, shall have under its direction a seminary established for the single purpose of educating youth for the ministry.

was nothing done by that assembly, but the words were not . Dr. Green says: "Encouraged by this, I used all my influ- favor of the measure." Accordingly we find that at its meet- April, 1809, the presbytery of Philadelphia, Dr. Green being or—

l. That the commissioners from this presbytery to the general assembly be d, and they are hereby instructed, to use their best endeavors to induce the to turn their attention to a theological school for the education of candi- the ministry in our church, to be established in some central or convenient hin their bounds.

ssembly met in Philadelphia in May, 1809, and on the 3d of that he committee on overtures reported the above resolution. A ee consisting of eight ministers and three laymen, and of which nt Dwight, of Yale College, a delegate from the Congregational ion, was chairman, was appointed to consider it. Four days is committee reported:

nodes of compassing this important object have presented themselves to sideration. The first is to establish one great school in some convenient ar the center of the bounds of the church. The second is to establish two such places as may best accommodate the northern and southern divisions urch. The third is to establish such a school within the bounds of each of ls. In this case your committee suggest the propriety of leaving it to each direct the mode of forming the school and the place where it shall be ed.

suggesting the advantages and disadvantages of each of these s, the report concludes:

ommittee, therefore, submit the following resolutions, to wit:
d, that the above plans be submitted to all the presbyteries within the f the general assembly for their consideration, and that they be careful to to the next assembly, at their sessions in May, 1810, their opinions on the

eport was adopted. Each of its plans had ardent advocates. fying tendency which a central institution would exert seemed hardly a sufficient compensation for the inconvenience which nce from much of the already widely extended church would rily occasion; while others dreaded the effects of a too great zation of influence which such an institution might possibly . There was also a fear with regard to the single school that l be obligatory on all the presbyteries to send all their candi- , however inconvenient or expensive it might be; and still its professors, if they were not formally empowered to candidates to preach the gospel, might be clothed with powers ch such an abuse would naturally grow.

e presbytery of Philadelphia at its autumn meeting, 1809, a ee of seven, of which Dr. Ashbel Green was chairman and the Archibald Alexander a member, was appointed to take into con- on the above recommendation of the assembly. This committee reported in the spring of 1810 in favor of "one great school,"

Dr. Green and the Rev. Mr. Irwin were appointed to prepare a report of a plan and particulars of such proposed institution and to present the same to the presbytery before the end of the present session. Their report was, however, deferred until, in October, it was found to have been rendered unnecessary by the action which the assembly had taken in the meantime. That action was as follows: The committee appointed to examine the replies sent in from the presbyteries on the subject of theological schools reported ten presbyteries in favor of one great school, one in favor of two schools, ten in favor of synodical schools, while six deemed it inexpedient to establish any school at all, and the remaining presbyteries had returned no answer. The committee was forthwith enlarged and instructed to "consider the subject of theological schools and report to the assembly whether in their opinion anything, and if anything what, is proper further to be done." Nine days later, May 30, 1810, their report was read to the assembly and after amendment was approved. It is given here in full:

1. It is evident that not only a majority of the presbyteries which have reported on the subject, but also a majority of all the presbyteries under the care of this assembly, have expressed a decided opinion in favor of the establishment of a theological school or schools in our church.

2. It appears to the committee that although, according to the statement already reported to the assembly, there is an equal number of presbyteries in favor of the first plan, which contemplates a single school for the whole church, and in favor of the third plan, which contemplates the erection of a school in each synod, yet, as several of the objections made to the first plan are founded entirely on misconception, and will be completely obviated by developing the details of that plan, it seems fairly to follow that there is a greater amount of presbyterial suffrage in favor of a single school than of any other plan.

3. Under these circumstances the committee are of opinion, that as much light has been obtained from the reports of presbyteries on this subject as would be likely to result from a renewal of the reference, that no advantage will probably arise from further delay in this important concern, but, on the contrary, much serious inconvenience and evil; that the present assembly is bound to carry into execution some one of the plans proposed, and that the first plan, appearing to have on the whole the greatest share of public sentiment in its favor, ought, of course, to be adopted.

4. Your committee therefore recommend that the present general assembly declare its approbation and adoption of this plan, and immediately commence a course of measures for carrying it into execution as promptly and as extensively as possible, and for this purpose they recommend to the general assembly the adoption of the following resolutions:

1. *Resolved*, That the state of our churches, the loud and affecting calls of destitute settlements, and the laudable exertions of various Christian denominations around us, all demand that the collected wisdom, piety, and zeal of the Presbyterian Church be, without delay, called into action for furnishing the church with a large supply of able and faithful ministers.

2. That the general assembly will, in the name of the great head of the church, immediately attempt to establish a seminary for securing for candidates for the ministry more extensive and efficient theological instruction than they have hitherto enjoyed. The local situation of this seminary is hereafter to be determined.

3. That in this seminary, when completely organized, there shall be at least three professors, who shall be elected by, and hold their offices during the pleasure of, the

l assembly, and who shall give a regular course of instruction in divinity, l and Biblical literature, and in ecclesiastical history and church govern- and on such other subjects as may be deemed necessary. It being, however, tood that until sufficient funds can be obtained for the complete organization pport of the proposed seminary a smaller number of professors than three appointed to commence the system of instruction.

nat exertion be made to provide such an amount of funds for this seminary as able its conductors to afford gratuitous instruction and, when it is necessary, ous support to all such students as may not themselves possess adequate ary means.

nat the Rev. Drs. Green, Woodhull, Romeyn, and Miller, the Rev. Messrs. ald Alexander, James Richards, and Amzi Armstrong be a committee to and prepare a plan of a theological seminary, embracing in detail the funda- principles of the institution, together with regulations for guiding the con- the instructors and the students, and prescribing the best mode of visiting, rolling, and supporting the whole system. This plan is to be reported to the neral assembly.

sixth resolution appoints agents in the various synods to solicit donation establishment and support of the proposed seminary.]

nat as filling the church with a learned and able ministry without a cor ng portion of real piety would be a curse to the world and an offense to Goa s people, so the general assembly think it their duty to state that in estab- a seminary for training up ministers it is their earnest desire to guard as far sible against so great an evil; and they do hereby solemnly promise and themselves to the churches under their care that in forming and carrying ecution the plan of the proposed seminary it will be their endeavor to make er the blessing of God, a nursery of vital piety as well as of sound theologi- rning, and to train up persons for the ministry who shall be lovers as well as ers of the truth as it is in Jesus, friends of revivals of religion, and a blessing church of God.

nat, as the constitution of our church guarantees to every presbytery th f judging of its own candidates for licensure and ordination, so the assemb it proper to state most explicitly that every presbytery and synod will, of be left at full liberty to countenance the proposed plan or not, at pleasure, send their students to the projected seminary or keep them within their own , as they think most conducive to the prosperity of the church.

nat the professor in the seminary shall not in any case be considered as ha ight to license candidates to preach the gospel; but that all such candida ' e recommitted to their respective presbyteries, to be examined and licensed as fore

was also recommended that Dr. Miller and the Rev. James Rich- be appointed to prepare the draft of a pastoral letter from the ably to the churches, calling their attention to the suggestion of a ogical school, and earnestly soliciting their patronage and support execution of the plan now proposed. This they did the same day. committee on the plan of the seminary, which was appointed by ous resolution, met in New York at the call of the chairman soon the session of the assembly, and after some important delibera- ed, to meet again at Princeton on the day of the college ement of that year, 1810. At that session of the committee tee submitted a plan, which he had in the meantime drawn up. was adopted by the committee and ordered to be printed, and s were distributed to the members of the next assembly. When

that body met in Philadelphia in May, 1811, its attention was called to an extract from the minutes of the trustees of the College of New Jersey, stating the appointment of a committee of their board to confer with a committee of the assembly on the establishment of a theological school. In response to this a committee of five, with Dr. Alexander as chairman, was appointed for the purpose thus suggested. The college had a professor of theology, and in 1804 a house belonging to the college had been fitted up for the accommodation of theological students and was known as Divinity Hall. On May 22 the committee above mentioned reported that it was expedient to appoint another committee

with full power to meet a committee of the trustees [of the college] invested with similar powers to frame the plan of a constitution for the theological seminary, containing the fundamental principles of a union with the trustees of that college and the seminary already established by them, which shall never be changed or altered without the mutual consent of both parties, provided it should be deemed proper to locate the assembly's seminary at the same place as that of the college.

The action thus recommended was taken, and a further committee was appointed to consider proposals looking to the establishment of the seminary in any other place. The relation of the college to the church, and the fact that instruction in theology had been offered as a part of its curriculum, suggested its affiliation with the proposed seminary. It was, however, not the will of the assembly to decide the matter hastily. It was at that time only so far settled that the rivers Raritan and Potomac should form the limits between which the school was to be established.

At the same assembly Dr. Green's committee reported a plan for the seminary, which was adopted. Its main features are as follows:

Article I. The general assembly, as the patron of the seminary and the fountain of its powers, shall sanction its laws, direct its instructions, and appoint its principal officers. The seminary is to be governed by a board of directors chosen by the assembly. The assembly has also the duty of electing the professors. Article II provides for the regulation of the board of directors. Their duties are to enact rules for the regulation of the seminary, to oversee the instruction given, to inaugurate professors and to guard the purity of their teaching, and to superintend the interests of the students. By Article III the professors are required to subscribe to the church standards according to a prescribed and strictly worded formula; to report regularly to the directors; and, as a faculty, to regulate the studies and administer the discipline of the institution. Article IV prescribes in general the course of study and fixes the course at three years. Article V relates to the culture of "devotion and improvement in practical piety" among the students. Article VI prescribes the conditions of admission for students and the rules for their government. Articles VII and VIII, relating to the library and to the management of the funds of the institution, were adopted by later assemblies. The essential feature of the entire plan was the control of the assembly over the newly established institution.

At the same time, the agents appointed in the preceding year to obtain subscriptions to the seminary reported the raising of some $14,000, in the main from New York and Philadelphia. This amount, though small, was deemed a sufficient warrant to proceed.

e assembly which met in Philadelphia in May, 1812, decided upon :eton as the location of the seminary, leaving the question of the ancy of this site to be later determined. The presence of the ge there was doubtless one of the most influential determining rs in this decision. The committee on conference with the trustees e college reported the following "plan of agreement," which was ted:

'he seminary to be located at Princeton, and in such connection with the college mplied in the following articles:

'he trustees engage not to interfere in any way with the assembly and their ors in carrying out the plan of the seminary adopted last pear.

'he trustees permit the assembly to erect buildings necessary for the seminary college grounds.

'he trustees engage to grant accommodations to the assembly in their present ngs when desirable.

'he trustees engage to receive such students as are sent by the assembly and to vor to reduce the college expenses.

'he trustees undertake to receive moneys for investment, subject to the assem- order.

'he trustees grant to the seminary the use of the college library, subject to n rules.

'he trustees agree to help the assembly to establish a preparatory school.

'he assembly is at liberty to remove at any time the seminary elsewhere, and ustees promise to establish no professorship of theology in the college while minary shall remain at Princeton.

The trustees engage to use certain moneys in their hands chiefly according to commendation of the assembly.

e above will indicate the close relation established between the ge and the seminary at the very beginning of the latter's exist- yet it must be remembered that there never was and is not now organic connection between them.

May 30, 1812, the following were elected the first directors of the nary: The Rev. Drs. Ashbel Green, Samuel Miller, J. B. Romeyn, ibald Alexander, Philip Milledoler, Andrew Flinn, Samuel Blatch- James P. Wilson, John McKnight, James Inglis, Joseph Clark, nalet Nott; Rev. Messrs. James Richards, William Neill, John owell, Robert Cathcart, Francis Herron, Conrad Speece, Dirck C. ing, Asa Hillyer, Robert Finley, and Elders William Haslett, rt Ralston, Henry Rutgers, John Neilson, Samuel Bayard, Zecha- Lewis, J. R. B. Rodgers, Divie Bethune, and John Van Cleve.

the 2d of June the Rev. Dr. Archibald Alexander, of Philadel- was elected professor of didactic and polemic theology. After his election he accepted, and moved to Princeton in the following The board of directors held their first meeting in Princeton 30, 1812, and on the 12th of August the seminary was formally ed by the inauguration of Dr. Alexander and the matriculation of students. Thus Princeton Seminary was started on its career, no grounds or buildings and with one professor and three students. Classes were at first held in Dr. Alexander's house.

The general assembly of 1813 decided to make Princeton the permanent site of the seminary, and the same year the faculty was enlarged by the addition of the Rev. Dr. Samuel Miller, of New York City, who was elected to the chair of ecclesiastical history and church government. He was inaugurated September 29. The number of the students increased rapidly, and it was found necessary to hold the lectures and recitations in the college buildings. The first building was erected on land obtained from Mr. Richard Stockton, the corner stone being laid September 26, 1815, and the building, although only partially finished, was occupied in the fall of 1817. For a time the students had boarded and lodged in the college buildings. Dr. Alexander and Dr. Miller continued to divide the course of instruction between them until 1820, when the professors were authorized to employ for a year an assistant instructor in the oriental languages of Scripture. They appointed Mr. Charles Hodge, a licentiate of the presbytery of Philadelphia. In 1822 he was elected professor of oriental and biblical literature.

On the 15th of November, 1822, the legislature of the State of New Jersey passed an act incorporating the "Trustees of the Theological Seminary of the Presbyterian Church," with full control over the material interests of the seminary. The trustees are the corporate body of the institution. The incorporators were: Samuel Bayard, esq., John Beatty, esq., Rev. Isaac V. Brown, D. D., Rev. David Comfort, D. D., John Condit, esq., Ebenezer Elmer, esq., Hon. Charles Ewing, Hon. Gabriel H. Ford, Rev. Ashbel Green, D. D., Alexander Henry, esq., Rev. Samuel B. How, D. D., Rev. J. J. Janeway, D. D., Hon. Andrew Kirkpatrick, Rev. Alexander McClelland, D. D., Rev. John McDowell, D. D., Robert McNeeley, esq., Rev. James Richards, D. D., Hon. Samuel L. Southard, Benjamin Strong, esq., John Van Cleve, M. D., and Rev. George S. Woodhull.

The original charter limited the number of trustees to twenty-one, twelve of whom should be laymen and citizens of New Jersey. In 1876 the charter was amended so as to permit the election of six additional trustees, and in 1877 this limit was extended to twelve additional trustees. In the original charter the seminary was permitted to hold property yielding no more than the annual income of $15,000. In 1866 this was extended to $50,000; and in 1889 the trustees were empowered to determine the amount of property which the institution might hold, filing such a resolution with the secretary of State. With the incorporation of the board of trustees the seminary was constituted as at present.

In 1835 the Rev. John Breckinridge was elected to the professorship of pastoral theology. He was at the same time expected to act as an agent of the seminary in the collection of funds for its further endowment. By the same assembly (1835) Joseph Addison Alexander was elected associate professor of oriental and biblical literature, after having been employed for two years as instructor in that branch.

Breckinridge was inaugurated May 5, 1836, but resigned after two
s to become the agent of the board of foreign missions. Mr.
ander refused for some time to accept the position to which he
been elected, although he continued to perform its duties. He
y accepted, and was inaugurated September 24, 1838. The dis-
on of the church in 1837 necessitated a lawsuit to determine to
h branch the seminary should belong. The courts decided in
of what was known as the "old school" assembly. One effect of
ivision was the falling off in the number of students, but in a few
these were about as numerous as before the rupture.

1840 Dr. Charles Hodge was made professor of exegetical and
tic theology, and Dr. J. Addison Alexander professor of oriental
biblical literature. In 1842 the examinations, which had been held
nnually up to this time, were made annual. And here it may be
d that originally there were a summer and a winter session of the
nary, the former lasting from July to September and the latter
December to May, with two vacations of six weeks each. It was
rently in 1840 that the change was made to the single session,
rupted by a Christmas recess and the long vacation, as at present.
e directors received a communication from Dr. Miller on May 17,
stating that failing health rendered it necessary for him to resign.
assembly of 1849 accepted his resignation and appointed him
itus professor. His chair of ecclesiastical history and church gov-
ent was filled by the election of the Rev. James Waddell Alexan-
of New York City, who was inaugurated November 20, 1849. Dr.
r remained in Princeton until his death, which occurred January
50. Dr. J. W. Alexander occupied his chair during only a part of
ears, resigning in 1851 to return to a New York pastorate. This
acancy was supplied by the election of Prof. J. A. Alexander to
hair of biblical and ecclesiastical history and of Dr. William
y Green to that of oriental and biblical literature. Dr. Green
been instructor in Hebrew from 1846 to 1849. He was inaugurated
mber 30, 1851. The seminary was soon called to suffer the loss of
nior professor, Dr. Archibald Alexander, who, after having been
ated with the institution from its inception and during the thirty-
years of its existence, died October 22, 1851. In consequence of
the next assembly transferred the department of polemic theology to
exegetical and didactic theology, filled by Dr. Hodge, and elected
Rev. Dr. L. P. Humphrey professor of pastoral theology, church
[illegible] and delivery of sermons. Dr. Humphrey declining, the
was [illegible] the following year to the Rev. Dr. Henry A. Board-
of Philadelphia. He also declined, and the duties of the depart-
were [illegible] by the other professors, with the assistance of
lecturers and instructors. This continued until 1854, when the
Alexander Taggart McGill was elected to the vacant chair and
[illegible] his acceptance. He was inagurated September 12, 1854. In
Dr. McGill was assigned to the department of church history and

practical theology, Dr. Green to that of oriental and Old Testament literature, and Dr. J. Addison Alexander to that of Hellenistic and New Testament literature. Dr. Alexander died January 28, 1860, his death causing a further shifting of the departments in the seminary. Dr. McGill was given the chair of ecclesiastical history and church government, and the Rev. Caspar Wistar Hodge was elected to the chair of New Testament literature and biblical Greek, and the Rev. Dr. B. M. Palmer, of New Orleans, to the chair of pastoral theology and sacred rhetoric. Dr. Palmer declining, the assembly of 1861 finally transferred Dr. McGill to the chair of ecclesiastical, homiletic, and pastoral theology, and elected the Rev. Dr. James Clement Moffat to the Helena professorship of church history, which had been endowed that year by John C. Green, esq., of New York. In 1862 the semi-centennial anniversary of the seminary was observed with appropriate ceremonies.

In 1870 the first general assembly after the reunion of the two branches of the Presbyterian Church met in Philadelphia. At this time certain alterations were made in the relation of the various seminaries to the general assembly, with a view of reducing these relations to a common pattern. The powers of the board of directors of Princeton Seminary were enlarged, in that they were authorized to "elect, suspend, and displace the professors, subject in all cases to the veto of the assembly," and also, under the same condition, to "fix the salaries of the professors and fill their own vacancies." The directors began the exercise of their new powers in the the same year by founding the chair of Christian ethics and apologetics. It originated in the desire of Stephen Colwell, esq., of Philadelphia, to establish a lectureship on Christian charity in its social relations, with the hope that in time this would become a professorship. Mr. Colwell, however, died before his plans could be matured, but his family carried out his wishes; and thus, with other subscriptions, the chair was endowed and named the Archibald Alexander professorship of Christian ethics and apologetics. The directors elected the Rev. Charles Augustus Aiken, then president of Union College, to the new chair. He was inaugurated September 27, 1871. In the fall of 1877 an important step in the progress of the seminary was taken in the provision made for the support of a special librarian, and the Rev. William Henry Roberts was elected librarian. More details concerning the library will be given later on. In 1878 an addition was made to the teaching force of the faculty by the foundation of an instructorship in elocution, and Mr. Henry Wilson Smith was called to be instructor in the new department.

In the spring of 1877, in compliance with the request of Dr. Charles Hodge for some assistance, and in execution of a purpose that had been entertained for some years, the directors elected the Rev. Archibald Alexander Hodge, D. D., of the Western Theological Seminary, to be associated with his father. He accepted, and was inaugurated November 8, 1877. But this association lasted only one year, for Dr.

les Hodge died June 19, 1878. He had been connected with the
ıary continuously since his entering it as a student in 1816, with
xception of one year. In 1872 the fiftieth anniversary of his con-
on with the seminary as a professor had been celebrated with great
ısiasm on the part of an assembled multitude of alumni and friends.
leath left Dr. A. A. Hodge as the sole professor of the chair that
1879 has been known as the Charles Hodge professorship of
tic and polemic theology.

1880 the Stuart professorship of the relations of philosophy and
re to the Christian religion was established, and the Rev. Francis
ey Patton, D. D., of McCormick Seminary was called to be its
incumbent. His election by the directors was approved by the
al assembly and he was inaugurated October 27, 1881. In 1882
Rev. James Frederic McCurdy, who had been L. P. Stone tutor
ebrew and assistant librarian from 1873 to 1877, and J. C. Green,
ıctor in Hebrew and other oriental languages since that date,
ned after nine years of faithful service. In 1883 Dr. McGill
ned his chair of ecclesiastical, homiletic, and pastoral theology on
ınt of the infirmities of age and was made emeritus professor with
ıpetent support for the remainder of his life, given for this special
ose by generous friends of the seminary. The Rev. Dr. William
r Paxton, of New York City, was elected his successor the same
and his election having been approved by the assembly, he was
gurated May 13, 1884. The instructorship in Hebrew left vacant
e retirement of Mr. McCurdy was filled by the appointment of
Rev. John D. Davis, who gave instruction in this department dur-
he year 1883-84; he then spent two years of study in Germany,
g up again his work as the J. C. Green instructor in Hebrew in
all of 1886. In 1888 he was elected professor of Hebrew and
ıte languages, and in 1892 the title of his chair was changed to
of Semitic philology and Old Testament history. His inauguration
ofessor took place May 7, 1889.

this time the health of Dr. Moffat began to fail seriously, so that
ıs found necessary to find an assistant for him, and the Rev.
ew Campbell Armstrong was elected associate professor of church
ry, September 30, 1886, and began at once his work of instruction.
In the following year he withdrew his acceptance. In the fall of
the Rev. Dr. Roberts resigned his position as librarian, which he
eld for nine years and was succeeded by the Rev. Joseph Heatly
s, the present librarian. The seminary suffered a serious loss at
in the death of Prof. A. A. Hodge, which occurred November
886. The vacancy thus created was filled by the election of the
Dr. Benjamin Breckinridge Warfield, professor in the Western
logical Seminary, on January 18, 1887. His election was approved
the general assembly and he entered upon the duties of the Charles
professorship of didactic and polemic theology at the opening of
following session. He was inaugurated May 8, 1888. This was an

era of faculty changes. Dr. Moffat felt obliged to resign his chair May 7, 1888, after twenty-seven years of service. His resignation was accepted and he was made emeritus professor of church history. He continued to conduct courses in church history for a year longer and died June 7, 1890. In 1889 the Rev. Paul Van Dyke was appointed instructor in church history and continued to give instruction in that department until 1892, when he accepted a call to the pastorate of the Edwards Congregational Church of Northampton, Mass. A still further change is to be noted, due to the election of Dr. Patton to the presidency of Princeton College and his acceptance of this position in 1888. He resigned the chair of the relation of philosophy and science to the Christian religion on May 8, 1888, but he consented to remain on the roll of the faculty as lecturer on theism, upon which subject he has given a course to the junior class from the above date.

The session of 1891–92 was made memorable by the death of two of the seminary professors. The Rev. Dr. Caspar Wistar Hodge died September 27, 1891, after a lingering illness, having been a teacher in the seminary for thirty-one years; and on the 14th of the January following Dr. Aiken died after a brief illness, having served the seminary for twenty-one years. The duties of the department of New Testament literature and exegesis were performed for a year by the Rev. Dr. Talbot W. Chambers, of New York City. During the year 1892 the three vacant chairs of the seminary were filled. The Rev. Dr. John De Witt, a professor in McCormick Seminary, was elected to the Helena professorship of church history May 3, 1892, and at the same time the Rev. Dr. George Tybout Purves, of Pittsburg, was chosen to succeed Dr. Hodge in the New Testament department. Dr. Purves had been elected to the chair of church history in 1888, but had not felt able to accept the position. Dr. Purves was inaugurated September 16, 1892, and Dr. De Witt on May 9, 1893. Dr. Aiken's chair was filled by the election on October 20, 1892, of the Rev. Dr. William Brenton Greene, jr., of Philadelphia, who began his duties before the close of that session, and was inaugurated September 22, 1893. In May, 1891, a new chair had been established, that of biblical theology, and overtures had been made to the Rev. Geerhardus Vos, of Grand Rapids, Mich., to fill it, but these failed at the time. They were renewed later with success, and Dr. Vos was elected professor of biblical theology in 1893, and took up his work in September of that year. He was inaugurated May 8, 1894. At length after many vicissitudes all the chairs of the seminary were filled. In the fall of 1892, in order that Dr. William Henry Green might have relief from some of his arduous duties the Rev. Chalmers Martin was appointed instructor in the Old Testament department, and has at present the title of the Elliott F. Shepard instructor in this department. The faculty of the institution as at present constituted follows:

*Faculty.*—William Henry Green, D. D., LL. D., Helena professor of oriental and Old Testament literature; William Miller Paxton, D. D., LL. D., professor of ecclesiastical, homiletical, and pastoral theology; Benjamin Breckinridge Warfield,

.L. D., Charles Hodge professor of didactic and polemic theology; Rev. John is, Ph. D., professor of Semitic philology and Old Testament history; George t Purves, D. D., LL. D., professor of New Testament literature and exegesis; e Witt, D. D., LL. D., Archibald Alexander professor of church history; Wilrenton Greene, jr., D. D., Stuart professor of the relations of philosophy and to the Christian religion; Geerhardus Vos, Ph. D., D. D., professor of biblical gy; Francis Landey Patton, D. D., LL. D., lecturer on theism; Henry Wilson A. M., J. C. Green instructor in elocution; Rev. Chalmers Martin, A. M., Elliott ard instructor in the Old Testament department; Rev. Joseph Heatly Dulles, ibrarian.

event of great interest to all the friends of the seminary was the ation, in May, 1896, of the fiftieth anniversary of the appointof Prof. William Henry Green as an instructor in the seminary. event was largely attended by the alumni of the institution, by guished educators, by representatives of numerous theological ies, and by the personal friends of Dr. Green, and was marked by degree of enthusiasm. It is not a little remarkable that in its ratively brief history the seminary should have been called upon o honor two of its professors.

*faculty.*—The faculty of Princeton Seminary has included many ious names, the names of men who have become famous; not y within the bounds of the Presbyterian Church in this country, hroughout the domain of evangelical Christendom. They have ed and enforced a type of theological thought that has acquired ame, well known in the theological world, of Princeton theology. have already seen, the seminary started out on its career with one sor, Dr. Alexander. The next year he was joined by Dr. Miller, n 1822 these were joined by Dr. Charles Hodge. The seminary what it is and what it stands for to these three men. Its growth een the development of what they planted and nurtured. With onal endowment new chairs have been established and old ones vided, until now (1897) eight professors, one lecturer, and two ctors constitute the regular teaching force of the seminary. A, subjoined, will show the succession of professors and instruct- There are, besides two permanently endowed lectureships: (1) . P. Stone lectureship, founded in 1879 by Mr. Levi P. Stone. this foundation a course of at least five lectures is given each y some distinguished specialist. The most of these courses have published. (2) The student's lectureship on missions. This was lished in 1893, mainly as the result of an awakened interest on art of the students in the cause of foreign missions. Upon this at a course of five or six lectures is given each year upon the of foreign missions or upon any particular branch of

[illegible]. This was necessarily limited at first. In 1822, with e professors, the seminary was well established and was able to e essentials of a theological education. The curriculum was by ne thoroughly arranged, and comprised the following studies: instruction was given in the original languages of ew, sacred chronology and geography, biblical and profane his-

tory, Jewish antiquities and exegetical theology; in the second year, in Biblical criticism, didactic theology, ecclesiastical history and Hebrew (continued); and in the third year, in didactic theology (continued), polemic theology, ecclesiastical history (continued), church government, composition and delivery of sermons and the pastoral care. Since that time there has been a process of subdivision, expansion, and addition, by which the curriculum has developed to its present large proportions. A study of Table A will show this development. The salient features of it are the division of the study of the Old and New Testaments by the erection of the professorship of New Testament history and Biblical Greek in 1860, the establishment of the chair of apologetics in 1871, that of the relations of philosophy and science to the Christian religion in 1880, of the chair of Semitic philology and Old Testament history in 1892, and the chair of biblical theology in 1893, together with the establishment of the instructorship in elocution in 1878. The present distribution of the course of study in the various years follows:

*First year.*—Old Testament literature: General introduction, special introduction to the Pentateuch, Hebrew, sacred geography and antiquities, Old Testament history. New Testament literature: General introduction, special introduction to the Gospels, exegesis of selected Epistles of Paul. Didactic theology: Theology proper. Relations of philosophy and science to the Christian religion: Theism, theological encyclopedia, general introduction to apologetics. Homiletics, elocution.

*Second year.*—Old Testament: Unity of the book of Genesis, special introduction to the historical and poetical books, exegesis, biblical theology. New Testament: Life of Christ and exegesis of the Gospels. Didactic theology: Anthropology. Relations of philosophy and science to the Christian religion: Evidences of Christianity. Church history. Government and discipline of the church. Homiletics: Criticisms of sermons, elocution. Missions.

*Third year.*—Old Testament: Special introduction to the prophets, exegesis. New Testament: Acts of the Apostles, special introduction to the Epistles, biblical theology. Didactic theology: Soteriology and eschatology. Church history. Relations of philosophy and science to the Christian religion: Christian ethics and Christian sociology. Church government and discipline; pastoral care; ordinances of worship; homiletical criticism and analysis of texts; elocution. Missions.

*Fourth year.*—The regular course is completed in three years, but students may with great advantage continue to prosecute their studies in the seminary for a longer period. It is not thought best to prescribe a fixed course of study for graduates. Each is at liberty to devote himself to those branches of theological learning for which he has the greatest aptitude, or which he judges to be most necessary or profitable to himself. Accordingly graduate students may at their discretion attend the lectures and recitations of the regular classes for the review of their previous studies, or they may make a selection from the extracurriculum courses which are provided in each department, or they may individually conduct original investigations under the direction and with the advice of the professors and with the aid of the library.

The hours assigned the various subjects are as follows:

The junior class has each week five exercises in Hebrew, one in introduction to the Old Testament and archæology, one in Old Testament history, one in introduction to the New Testament, one in exegesis of Paul's Epistles, two in didactic theology, two in theism, one in apologetics, one in homiletics, and one in elocution.

The middle class has one exercise a week in introduction to the Old Testament,

exegesis of the Psalms, two in biblical theology of the Old Testament, two life of Christ and exegesis of the Gospels, three in church history, two in e theology, one in evidences of Christianity, two in homiletics and church ment, one in elocution, and on alternate years one in missions.

senior class has one exercise a week in introduction to the Old Testament and exegesis of the prophets, two in apostolic history and exegesis of the Epistles, biblical theology of the New Testament, three in church history, two in e theology, two in Christian ethics and Christian sociology, two in homiletics storal theology, one in elocution, and on alternate years one in missions.

umber of extracurriculum courses are given by the professors of minary and by some of the professors of the university. It will place to mention here the fellowships and prizes open to the stu- There are two fellowships—one in Old Testament study and New Testament study. The holder of either is expected to spend st one year in the further study of his subject, under the direction faculty, either in Princeton or in some approved foreign univer- The Hebrew fellowship was founded by the Hon. George S. and yields $600 a year. At present the New Testament fellow- s a combination of the alumni fellowship and the Archibald tson scholarship and yields the same amount. The several al prizes are as follows:

se offered by the family of the late Mr. Robert Carter: $50 worth ks will be presented to that member of the senior class who shall re the best thesis on an assigned subject in Old Testament lit- e or exegesis. The second and third in merit will each be pre- l with $10 worth of books.

Rev. Horace C. Stanton, Ph. D., D. D., an alumnus of the semi- has founded the Benjamin Stanton prize in memory of his father, is open to competition to members of the middle class: $50 will arded for the best thesis on an assigned subject in Old Testament ure or exegesis.

sts. Charles Scribner's Sons offer $50 worth of their publications t member of the senior class who shall prepare the best thesis on signed subject in New Testament literature or exegesis. The l and third in merit will each be presented with $10 worth of publications.

Alexander Maitland, of New York, has founded the Robert L. ed prize in memory of his father, which is open to competition mbers of the middle class: $100 will be given for the best exege- a passage in the New Testament, and $50 for the second in merit. he present year (1897) the legislature of the State of New Jersey a general law authorizing any theological seminary in the State ter the degree of bachelor of divinity. This was done at the e of Princeton Seminary. In this seminary the degree will be on a bachelor of arts of any college approved by the faculty shall also have completed a three years' course of theological n any similarly approved institution, or in this seminary, and a ar's course of extra-curriculum study in theology at this semi-

nary. This course of special study shall be arranged and the examinations shall be conducted by the faculty with the concurrence of the directors.

*The library.*—One of the articles of the original plan of the seminary submitted to the assembly of 1811 was headed "of the library." This article was not acted upon by this assembly, being deferred for later consideration. The library was not a creation of the assembly, but was the product of the energy and interest of the individual professors and directors. The directors at their meetings in July and October, 1812, took steps for the establishment of a library and made a small appropriation for the purchase of books. As a result 12 books were purchased in the fall of that year. This was the beginning of the present extensive collection, numbering more than 58,000 bound volumes and 24,000 pamphlets. During recent years its growth has been at the rate of about a thousand volumes a year. While possessed of a few rare and valuable works, it is in the main a practical working library, and as such will bear comparison with the best of the theological libraries of this country. Up to 1877 its affairs were managed by one of the professors, Drs. Archibald Alexander, William Henry Green, and Charles A. Aiken serving as librarians until that year, when the Rev. Dr. W. H. Roberts was elected to that office. The present librarian, the Rev. J. H. Dulles, succeeded Dr. Roberts in 1886. The library was kept for the first seven years in the residence of Dr. Alexander. In the fall of 1819 it was moved to a room prepared for it in the seminary building now known as Alexander Hall. In 1843 it was transferred to a building erected for it by the generosity of James Lenox, esq., now known as the old library. This having become insufficient to accommodate the growing collection, Mr. Lenox erected a new building, to which the main body of the books was transferred in 1879. The two buildings offer shelf room for some 130,000 volumes. The entire working library is in the new building. There is an annual income for the purchase of books of $1,450 and of $500 for bookbinding.

*The students.*—As has been seen the seminary started with 3 students in the summer of 1812, the number increasing to 14 before the first year closed. The growth has been steady and constant, with the exception of a few fluctuations due to special causes. In the year 1858–59 92 students matriculated. In the year previous only 49 had entered. The widespread revival of religion that swept over the country in 1857 probably accounts for the above large number. It remained the high watermark until the year 1892–93, when 105 entered. The highest number in the history of the seminary entered in the year 1894–95, namely, 115, although but 1 less marks the current year, 1896–97. The year 1894–95 also shows the largest number of students gathered in the seminary at one time, 263. The whole number of students who have matriculated since its establishment is 4,711. The wide geographical distribution of those who come to the seminary may be seen from the statement that the 253 in the institution this current year

from 29 States and Territories of our own country and 10 foreign
. While many colleges have sent their sons to Princeton Semi
more than one-fifth of its students have come from its sister insti-
ı in Princeton, showing that the intention of the founders of the
to train youth for the ministry has not been frustrated. An
it of the growth of the seminary in students is given in Table B.
*dent societies.*—It has been found impossible to trace all of these
historical accuracy. They are important as illustrating the intel-
ıl and spiritual life of the students.

Theological Society was established by Dr. Alexander and eight
s August 29, 1812, five of whom were students. The object of the
y was mutual improvement in theology and kindred subjects. At
two meetings a week were held. On Tuesday evening orations
delivered memoriter, and on Friday evening there were debates
eological, historical, ecclesiastical, or ethical subjects, and essays
rious texts of scripture. It was well sustained for many years;
d, at first it was regarded almost as a part of the curriculum.
are records of its meetings as late as 1859. In October of that
it united with the Society of Inquiry to form the Alexander
ty. As first organized the new society had for its object "the
tion of the spirit of inquiry after truth, of skill in presenting and
aining it, and the information of members upon matters of relig-
ınd general intelligence." It was mainly a debating club. It held,
ver, a monthly concert for prayer for missions, besides its weekly
y evening literary meeting. Two years later the interesting fea-
was added of holding on alternate Fridays a moot ecclesiastical
for the trial of imaginary cases of church discipline. The society
ustained a reading room, where papers and magazines were kept
e use of its members. But its course was soon run. The library,
ı it had inherited from the older societies by whose union it was
d, was in 1863 given to the seminary, and after 1865 it became
y a reading room association. In its earlier days an annual ser-
was preached before it on the last Sunday evening of the semi-
year. This sermon continued to be delivered for a long time, but
nnection with the Alexander Society was forgotten. The Alex-
Society seems to have expired in the fall of 1877.

o other societies formed in the early days of the seminary, appar-
to eke out the curriculum, were the Society for Improvement in
omposition and Delivery of Sermons and the Society for Improve-
in Biblical Literature. At the meetings of the former the pro-
s presided, and at those of the latter the assistant teacher of the
al languages of Scripture was the standing president. The latter
was organized by Dr. Charles Hodge about the year 1822.
these societies were short lived.

re was another organization, which is said to have existed in the
from 1828 to 1845. It was called the "Brotherhood," and its
ngs were entirely secret. The condition of membership was
express determination on the part of an applicant for admission

of his purpose to devote himself, should his life be spared, to labor in the foreign field." When a member left for his foreign station he was to transmit to the Brotherhood a written account of his early history and religious life, which documents were to be preserved. There are but scanty notices of this society. During the first thirty years of the history of the seminary there seems to have been a special interest in the subject of foreign missions. This interest led to the formation as early as 1814 of the Society of Inquiry respecting Missions and the State of Religion. For many years this society was an active force in the seminary. Meetings were held once a month, and were at first principally for the communication of missionary intelligence. Later the proceedings included debates and reports by committees on missionary subjects. In 1831 there was a reorganization of the society which widened its scope to include matters pertaining to foreign missions, domestic missions, Sabbath schools, and Bible societies. Essays on a broad range of subjects were presented. The society appears to have gradually lost its hold on the students, and it was united in 1859, as we have seen, with the Theological Society to form the Alexander Society.

The last of the societies that belong to the first half of the life of the seminary is the Religious Contribution Society. It is a remnant of earlier organizations. In 1839 the tract and Bible societies of the seminary, which had separated from those of the college in 1832 and 1833, respectively, united with another whose object was the distribution of the tracts of the Presbyterian Board of Publication, and undertook in addition the collection of donations to foreign missions. This association was called the Association for Benevolent Purposes. In 1843 the name was changed to that of the Mission, Bible, and Tract Society; in 1847 the word "education" was added to the title, and in 1859 it received the name of the Religious Contribution Society. Its affairs were conducted by a board of managers, who had control of the collection and distribution of its benevolent funds, which were divided among the boards of the church and the American Bible Society. In the spring of 1878 it became the Theological Society, reviving the name of the society described above. The new society was disbanded April 2, 1884, and re-formed April 11 of the same year with a new constitution and a changed purpose, becoming literary and forensic in its scope. It had a brief existence in this form, being disbanded apparently at the close of 1885. About that time there seems to have been a revival of the Religious Contribution Society, which still exists and carries out its original intention of collecting and forwarding to the boards of the church the contributions of the students and professors. For a short time it was simply a committee of the revived Theological Society. But the committee survived the society. There are now in the seminary, besides the Religious Contribution Society, the Missionary Society, whose affairs are controlled by a committee of seven, together with a member of the faculty, and which has charge of the missionary meetings of the students; the Sociological Institute, established in 1894, whose object is "to acquaint students of the seminary with the existing

tions of society, so far as it affects the work of the church, and to opportunity for the discussion of the religious aspects of current problems;" the Religious Work Committee, and the Missionary r Circle. It should be added that the seminary has always taken tive part in the proceedings of the Inter-Seminary Missionary nce.

*campus.*—On the 11th of May, 1812, Mr. Richard Stockton, of eton, wrote to Dr. Ashbel Green, offering to convey to the semi- plot of land about 2 acres in size, on condition that the seminary ated at Princeton. He stated that the land was worth $500. This seems to have been increased to 4 acres soon after, for the directors t to the general assembly of 1813 such an enlarged offer. But seems to have been no formal transfer of any land by Mr. Stockton seminary until 1815, when he conveyed to the institution a tract cres for the sum of $800. This constituted the original campus, ich the first seminary building was erected. This, now known as nder Hall, was begun in 1815. In 1817, being about half com- l, it was first occupied, and several years later it was finished. es the rooms for the students, it contained the original refectory, brary, the recitation rooms, and accommodations for the steward is family. Subsequent additions were made to the extent of the ns in 1820, 1843, 1859, and 1877, until it now contains about 18 It is occupied by the following buildings: (1) Alexander Hall, ly mentioned; (2) the Miller Chapel, built in 1834; (3) the "Old ry," 1843; (4) the refectory, 1847; a gymnasium was erected in but was torn down in 1892 to make way for Hodge Hall; (5) Brown the second dormitory, presented by Mrs. Isabella Brown, of Bal- e, 1865; (6) Stuart Hall, containing the recitation rooms and the n oratory, the gift of Messrs. R. L. and A. Stuart, of New York 1876; (7) the "New Library," like the old one, the gift of Mr. s Lenox, of New York, 1879; (8) Hodge Hall, erected out of the left the seminary by Mrs. R. L. Stuart, of New York, 1893, and houses for the use of the professors.

*lowment.*—The struggle for existence in the early days of the ary was severe. When it was 10 years old the entire permanent ment was $18,000. As it proved its right to exist and demon- d its usefulness, friends came to its rescue, of whom particular on may be made of Mr. James Lenox, Mr. John C. Green and the tors of his estate, Mrs. Isabella Brown, and the Messrs. R. L. Stuart, and the widow of the former. The present endowment, orted to the general assembly of 1896, is:

| | |
|---|---|
| [illegible] | $506,150 |
| [illegible] | 443,044 |
| [illegible] | 269,229 |
| [illegible] | 15,000 |
| [illegible] | 612,005 |
| [illegible] | 60,000 |

m this there is a total income of $81,467. There are ninety-nine rships founded for the assistance of needy students.

TABLE A.—*The faculty.*

| Name and curriculum. | Elected. | Resigned or died. |
|---|---|---|
| PROFESSORS. | | |
| **Archibald Alexander, D. D., LL. D** | 1812 | 1851 |
| Didactic and polemic theology. | | |
| 1840. Pastoral and polemic theology. | | |
| 1851. Pastoral and polemic theology and church government. | | |
| **Samuel Miller, D. D., LL. D** | 1813 | 1850 |
| Ecclesiastical history and church government. | | |
| 1849. Emeritus professor. | | |
| **Charles Hodge, D. D., LL. D** | 1822 | 1878 |
| Oriental and Biblical literature. | | |
| 1840. Exegetical and didactic theology. | | |
| 1854. Exegetical, didactic, and polemic theology. | | |
| 1874. Charles Hodge professor of exegetical, didactic, and polemic theology. | | |
| **John Breckinridge, D. D** | 1835 | 1838 |
| Pastoral theology and missionary instruction. | | |
| **Joseph Addison Alexander, D. D** | 1835 | 1860 |
| Associate professor of Oriental and Biblical literature (accepted 1838). | | |
| 1840. Oriental and Biblical literature. | | |
| 1851. Biblical and ecclesiastical history. | | |
| 1859. Hellenistic and New Testament literature. | | |
| **James Waddell Alexander, D. D** | 1849 | 1851 |
| Ecclesiastical history and church government, and in addition— | | |
| 1850. Composition and delivery of sermons. | | |
| **William Henry Green, D. D., LL. D** | 1851 | ..... |
| Biblical and Oriental literature. | | |
| 1859. Oriental and Old Testament literature. | | |
| **Alexander Taggart McGill, D. D., LL. D** | 1854 | 1889 |
| Pastoral theology, church government, and the composition and delivery of sermons. | | |
| 1859. Church history and practical theology. | | |
| 1860. Ecclesiastical history and church government. | | |
| 1861. Ecclesiastical, homiletic, and pastoral theology. | | |
| 1883. Emeritus professor of ecclesiastical, homiletic, and pastoral theology. | | |
| **Caspar Wistar Hodge, D. D., LL. D** | 1860 | 1891 |
| New Testament history and Biblical Greek. | | |
| 1879. New Testament literature and exegesis. | | |
| **James Clement Moffat, D. D** | 1861 | 1890 |
| Helena professor of church history. | | |
| 1888. Emeritus professor of church history. | | |
| **Charles Augustus Aiken, D. D., Ph. D** | 1871 | 1892 |
| Archibald Alexander professor of Christian ethics and apologetics. | | |
| 1882. Professor of Oriental and Old Testament literature and Christian ethics. | | |
| 1888. Stuart professor of the relations of philosophy and science to the Christian religion. | | |
| **Archibald Alexander Hodge, D. D., LL. D** | 1877 | 1886 |
| Associate professor of exegetical, didactic, and polemic theology. | | |
| 1879. Charles Hodge professor of didactic and polemic theology. | | |
| **Francis Landey Patton, D. D., LL. D** | 1880 | 1888 |
| Stuart professor of the relations of philosophy and science to the Christian religion. | | |
| 1888. Lecturer on theism. | | |
| **William Miller Paxton, D. D., LL. D** | 1883 | ..... |
| Professor of ecclesiastical, homiletical, and pastoral theology. | | |
| **Rev. Andrew Campbell Armstrong, jr., A. M** | 1886 | 1887 |
| Associate professor-elect of church history. | | |
| **Benjamin Breckinridge Warfield, D. D., LL. D** | 1887 | ..... |
| Charles Hodge professor of didactic and polemic theology. | | |
| **Rev. John D. Davis, Ph. D** | 1888 | ..... |
| Professor of Hebrew and cognate languages. | | |
| 1892. Professor of semitic philology and Old Testament history. | | |
| **George Tybout Purves, D. D** | 1892 | ..... |
| Professor of New Testament literature and exegesis. | | |
| **John De Witt, D. D., LL. D** | 1892 | ..... |
| Archibald Alexander professor of church history. | | |
| **William Brenton Greene, jr., D. D** | 1892 | ..... |
| Stuart professor of the relations of philosophy and science to the Christian religion. | | |
| **Geerhardus Vos, Ph. D., D. D** | 1893 | ..... |
| Professor of Biblical theology. | | |
| INSTRUCTORS. | | |
| **Charles Hodge** | 1820 | 1822 |
| Original languages of Scripture. | | |
| **John Williamson Nevin** | 1826 | 1828 |
| Hebrew. | | |
| **Joseph Addison Alexander** | 1833 | 1838 |
| Oriental and Biblical literature. | | |
| **Austin Osgood Hubbard** | 1833 | 1834 |
| Hebrew. | | |

TABLE A.—*The faculty*—Continued.

| Name and curriculum. | Elected. | Resigned or died. |
|---|---|---|
| INSTRUCTORS—continued. | | |
| ion W. Jacobus | 1838 | 1839 |
| ew. | | |
| Henry Green | 1846 | 1849 |
| ew. | | |
| Gosman | 1850 | 1851 |
| ew. | | |
| Linn | 1867 | 1868 |
| ew. | | |
| rederick McCurdy, Ph. D. | 1873 | 1882 |
| L. P. Stone tutor of Hebrew and assistant librarian. | | |
| J. C. Green instructor in Hebrew and other Oriental languages. | | |
| F. Smith, A. M. | 1878 | ..... |
| Green instructor in elocution. | | |
| n D. Davis, Ph. D. | 1883 | 1888 |
| Green instructor in Hebrew (1884–1886). | | |
| l van Dyke, A. M. | 1889 | 1892 |
| ructor in church history. | | |
| lmers Martin, A. M. | 1892 | ..... |
| ructor in the Old Testament department. | | |

TABLE B.—*Class, number matriculated, etc.*

| Class of | Matriculated. | Dead. | Class of— | Matriculated. | Dead. |
|---|---|---|---|---|---|
| ..... | 14 | 14 | 1855–56 | 43 | 22 |
| ..... | 18 | 18 | 1856–57 | 48 | 18 |
| ..... | 15 | 15 | 1857–58 | 49 | 18 |
| ..... | 23 | 23 | 1858–59 | 92 | 29 |
| ..... | 27 | 27 | 1859–60 | 63 | 20 |
| ..... | 22 | 22 | 1860–61 | 46 | 13 |
| ..... | 34 | 34 | 1861–62 | 73 | 16 |
| ..... | 28 | 28 | 1862–63 | 77 | 23 |
| ..... | 27 | 27 | 1863–64 | 67 | 14 |
| ..... | 39 | 39 | 1864–65 | 63 | 12 |
| ..... | 58 | 58 | 1865–66 | 53 | 9 |
| ..... | 62 | 62 | 1866–67 | 53 | 10 |
| ..... | 46 | 46 | 1867–68 | 42 | 11 |
| ..... | 45 | 44 | 1868–69 | 49 | 10 |
| ..... | 42 | 42 | 1869–70 | 43 | 10 |
| ..... | 49 | 49 | 1870–71 | 61 | 6 |
| ..... | 62 | 61 | 1871–72 | 39 | 6 |
| ..... | 41 | 37 | 1872–73 | 54 | 6 |
| ..... | 61 | 61 | 1873–74 | 40 | 6 |
| ..... | 76 | 70 | 1874–75 | 52 | 3 |
| ..... | 64 | 57 | 1875–76 | 48 | 4 |
| ..... | 48 | 43 | 1876–77 | 42 | 5 |
| ..... | 63 | 64 | 1877–78 | 52 | 5 |
| ..... | 58 | 53 | 1878–79 | 47 | 5 |
| ..... | 60 | 50 | 1879–80 | 48 | 3 |
| ..... | 42 | 38 | 1880–81 | 51 | 9 |
| ..... | 36 | 34 | 1881–82 | 62 | 1 |
| ..... | 58 | 50 | 1882–83 | 55 | 5 |
| ..... | 39 | 31 | 1883–84 | 67 | 1 |
| ..... | 49 | 37 | 1884–85 | 64 | 4 |
| ..... | 44 | 33 | 1885–86 | 68 | 2 |
| ..... | 45 | 33 | 1886–87 | 75 | 2 |
| ..... | 60 | 44 | 1887–88 | 75 | 6 |
| ..... | 64 | 43 | 1888–89 | 70 | 6 |
| ..... | 71 | 44 | 1889–90 | 73 | 4 |
| ..... | 60 | 38 | 1890–91 | 78 | 4 |
| ..... | 59 | 31 | 1891–92 | 91 | 2 |
| ..... | 52 | 37 | 1892–93 | 105 | 2 |
| ..... | 65 | 42 | 1893–94 | 102 | 1 |
| ..... | 42 | 25 | 1894–95 | 115 | 0 |
| ..... | 47 | 19 | 1895–96 | 102 | 0 |
| ..... | 4 | 16 | 1896–97 | 114 | 0 |
| ..... | 4 | 14 | | | |

..... 4,711
..... 1,989
..... 2,722

## Chapter XIV.

### DREW THEOLOGICAL SEMINARY.

The Drew Theological Seminary, located at Madison, N. J., took its rise from the movement initiated to celebrate the centennial anniversary of the introduction of the Methodist Church into America in 1766. In many parts of the United States efforts were made to found or endow churches and institutions of learning in memory of this great historical event. The establishment of this seminary was also a step in conformity with the efforts put forth by many of the most able and progressive leaders of the denomination to provide better means for the training of the clergy. Strange as it now seems, there were, even as late as the founding of the Drew Seminary, many able and influential Methodist ministers who advocated "God-made" in distinction from "man-made"[1] ministers. It needed some courage and much determination to plan and inaugurate a seminary for the education of young ministers. But all obstacles were at last removed except that of finding the means to build and endow it.

At this critical point of time Mr. Daniel Drew, a wealthy broker of New York, stepped forward and announced his willingness to furnish the needed funds. He proposed to contribute $500,000, of which one-half should be used to provide buildings and grounds and the remaining half to serve as an endowment. It was the wish of Mr. Drew, as well as of the most active friends of the enterprise among the ministry, to establish this seminary in some place not far from New York City. Fortunately there occurred at this time an opportunity to purchase the extensive mansion and grounds which had been the country residence of Mr. William Gibbons. Mr. Gibbons having died, his son was willing to sell the estate. The house, now known as Mead Hall, was very large and was well fitted to the purposes of a seminary. Other necessary buildings were erected and the school was opened in November, 1867. Rev. J. McClintock, D. D., was appointed president, and the organization of the institution, together with the plans of study and the departments of instruction, were chiefly the work of his hands. He died, however, early in 1870, and was succeeded in the presidency by Rev. R. S. Foster, D. D., who after two years was elected a bishop of

[1] Address of Dr. Crooks at the twenty-fifth anniversary of the Drew Theological Seminary.

ethodist Church. Then Rev. J. F. Hurst, D. D., was made presi-
but in 1880 he, too, was elected bishop, and Dr. H. A. Buttz suc-
l him as president.

seminary has had during its history a notable succession of able
n its professorships. Aside from the presidents named above, an
al number of able men have been connected with the faculty.
g these are Dr. Nadal, Dr. James Strong, Dr. Kidder, Dr. S. F.
n, and Dr. G. H. Crooks. The departments of instruction are:
matic theology, practical theology, historical theology, Hebrew
ld Testament exegesis, New Testament exegesis, Biblical litera-
nd the exegesis of the English Bible. These correspond nearly to
rangement of studies in other Protestant theological seminaries.

scholastic equipments have gradually been increased until now
re notably good. The library contains among its collections the
er collection of hymnology, a rare collection of manuscripts of
ew Testament, a superb collection of Methodistica, numbering
than 7,000 volumes and 3,000 pamphlets. Most promising prog-
as been made in works on archæology and bibliography.

buildings and grounds of the seminary are extensive and pic-
quely beautiful. The park consists of 95 acres of ground, which
ormerly the Gibbons estate. The original mansion, now named
Hall, contains the chapel, lecture rooms, and offices of the pro-
s. Asbury Hall contains 72 rooms for students. Embury Hall
ns the dining room, matron's apartments, and the residence for
nitor; Cornell library building contains the seminary library and
g rooms; the Hoyt-Browne Hall contains single rooms for 100
its, and also a parlor, reception room, etc. Besides these public
ngs there are also upon the grounds private residences for the
l professors.

876 Mr. Drew failed in business and involved in his downfall to
extent the seminary which he had founded. The endowment of
00 which he had set apart for its support had not been paid over
trustees, but was retained by him in his business and the interest
lly contributed. Hence, upon his failure the entire income was
ed.

seminary was reduced to a most distressing condition. Many of
ends were very much discouraged. But the president, who at
ime was Dr. Hurst, undertook with splendid courage to make
the loss. He canvassed the church thoroughly and faithfully,
[illegible] secured the amount lost, but obtained, it is said, not less
300,000. Since that time the seminary has made constant prog-
nd is now in a most satisfactory condition.

DREW THEOLOGICAL SEMINARY, HOYT-BOWNE HALL.

[Whole Number 255.

UNITED STATES BUREAU OF EDUCATION.

CIRCULAR OF INFORMATION NO. 2, 1899.

CONTRIBUTIONS TO AMERICAN EDUCATIONAL HISTORY.

EDITED BY HERBERT B. ADAMS.

No. 24.

# HISTORY OF EDUCATION

IN

# MISSISSIPPI.

BY

EDWARD MAYES, LL. D.,

*Ex-Chancellor of the University of Mississippi, President of the State Historical Association of Mississippi.*

WASHINGTON:

GOVERNMENT PRINTING OFFICE.

1899.

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1899.

# LETTER OF TRANSMITTAL.

DEPARTMENT OF THE INTERIOR,
BUREAU OF EDUCATION,
*Washington, D. C., June 3, 1899.*

SIR: I have the honor to submit herewith the manuscript of a history of education in the State of Mississippi, to the year 1891, prepared by Edward Mayes, then chancellor of the University of Mississippi, for the use of this Bureau.

The preparation of this history has been a work of very great, if not of peculiar, difficulty. It was pioneer work in that State. There were no books from which to obtain the needed information. The material had to be gathered from old newspapers, old catalogues when obtainable, moth-eaten and time-stained minute books, an occasional address etc., eked out with a large correspondence. For this reason it has been impossible to supply a bibliography, as desired. There are no books on the subjects treated to describe, if the well-known journals of the legislature be excepted.

Yet, while it is true that the work of the historian of education has been made difficult in that State by the failure of her people to preserve the story of her institutions in the pages of a permanent literature, it would be incorrect and unjust to infer that they have been indifferent to education itself. They have not been indifferent. Their labors in fostering education may not have been wisely directed at all times, but they have denied neither time nor pains nor money. Jefferson College yet remains, whose charter was the first of any sort passed by the Territorial legislature. Elizabeth Female Academy, a college for girls in everything save the name, was established while the State was in its first year. The Franklin Academy, a free town school much like those of the present time, was organized in 1821, while its site was yet an outpost of civilization in the midst of savages. The Holly Springs Female Institute was but one of many such founded when the country was less than five years freed from its Indian occupants.

It is not claimed for this history that it is exhaustive. It would be impossible to make it so, because of the loss of all definite knowledge in respect to many once excellent and fruitful schools. Prior to the civil war 158 special charters were granted by the legislature to institutions of learning, and since the war 123. These numbers do not include such as were incorporated under the general laws of the State, nor such as

·ontent to work without charters. They were called by all names—
mies, high schools, colleges, universities; but all, or nearly all,
ɜd to give sound instruction in the classics, higher mathematics,
ophy, and the natural sciences, and many in modern languages.
h the exception of the State institutions, the chapters of this
y are restricted to certain selected schools. Those described are
ɜd either because they were remarkable as pioneers or because
ir development into apparently permanent and unusually pros-
s institutions, or because they are excellent types of a class.
be understood clearly that there are other schools, extinct and
nt, quite as good as several of those specially described.

thoughtful reader will observe that the unvarying character of
ante-bellum schools was classical, scientific, literary, artistic.
called "practical"—the agricultural, the mechanical, the indus-
the normal—all originate subsequent to that period. The Bap-
indeed, endeavored to establish an industrial school in 1836,
the Judson Institute, in Hinds County, but it failed after a very
career.

State institutions for the higher education of the colored people,
ugaloo University, the State Normal School at Holly Springs,
e Alcorn Agricultural and Mechanical College, will be found of
interest.

ave the honor to be, sir, very respectfully, your obedient servant,

W. T. HARRIS,
*Commissioner.*

. E. A. HITCHCOCK,
*Secretary of the Interior.*

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### Chapter XV.

# LIST OF ILLUSTRATIONS.

# HISTORY OF EDUCATION IN MISSISSIPPI.

## Chapter I.

### EARLY POLITICAL AND SOCIAL HISTORY OF MISSISSIPPI.

In order to understand fully the early history of education in Mississippi, it is necessary to take a brief view of the State's early political and social history.

We shall not linger to trace the wanderings of De Soto, nor those of La Salle and Tonti. They are familiar to every student of American annals. Nor shall we do more than note that in the year 1699 the French planted, under the command of the Sieur Lemoyne d'Iberville, a colony at Biloxi, the first settlement on what is now soil of Mississippi.

In the year 1701 a French fort and magazine were established on Dauphine Island, at the mouth of Mobile Bay. This establishment led, nine years later, to the planting of another colony on the present site of the city of Mobile. In 1716 another French fort and colony were fixed at Natchez, and called, in honor of the Comtesse de Pontchartrain, "La ville de Rosalie aux Natchez."

In 1729 the Indians extirpated this settlement by a most horrible massacre, and the French seem never to have replanted it.

On the 3d of November, 1762, a secret treaty was signed at Paris, by which the King of France transferred to the King of Spain all of the country embraced in the province of Louisiana. But the title of the Spaniard to this vast and valuable territory was not unchallenged. In the year 1663, a century before the cession mentioned above, Charles II granted to Earl Clarendon and others the territory embraced between the thirty-first and thirty-sixth parallels of north latitude, and established it as a province by the name of Carolina. In 1719, ten years before the Natchez massacre, the division into North and South Carolina was finally completed. In 1732 George II granted a charter for the colony of Georgia, the thirteenth British colony in America. The territory granted lay within the boundaries of South Carolina, running east and west entirely through that province, and embracing all of the country between the Savannah and the Altamaha rivers, and from the headsprings of those streams due west indefinitely. South Carolina continued to claim and exercise jurisdiction over the territory lying south of the Altamaha and separating the province of Georgia from the then Spanish province of Florida.

763, the next year after the secret cession of Louisiana to Spain ance, by the tripartite treaty of Paris, Great Britain obtained the ice of Florida and all that portion of Louisiana lying east of the sippi, except the island of New Orleans. The territory thus ed by her extended westward along the Mexican Gulf to the sippi, and embraced parts of the present States of Alabama and sippi and part of Louisiana. In the same year George III estab- by proclamation the provinces of East and West Florida. The ern boundary of West Florida was declared to be a line drawn due rom that part of the Mississippi River which lies in 31° north le, along said parallel to the Chattahoochee. By the same proc- on all of the lands lying between the rivers Altamaha and rys were severed from South Carolina and annexed to Georgia, the southern boundary of Georgia was located, and its western ary fixed at the Mississippi River. But this south Georgian ary line was not permitted to rest in peace. A commission issued King in 1764 to George Johnstone, esq., whereby he was appointed nor of West Florida, names as the north boundary of that prov- line drawn due east from the mouth of the Yazoo River; and a r commission was issued to Peter Chester in 1770. Notwithstand- ese commissions, there is not sufficient evidence (so declares the me Court of the United States) that the limits of West Florida ver in fact extended to the Yazoo line, but their immediate effect enable the British governors of that province to contest the iction of the British governors of Georgia in that quarter, if, l, the latter functionaries can be said to have contested the r.

1764 Great Britain established Fort Panmure at the old Fort e. The place was found to be "a mere ruin covered with forest and a few old French cannon lying around."

ide of immigration now set in swiftly. The colony of West a having been established by the King, as stated above, Pensa- was made the capital of the province. Governor Johnstone ht with him a British regiment of Highlanders, and numerous s followed in his train to settle in the province. He appointed ndants and sent garrisons to Fort Charlotte at Mobile, to Fort at Manchac, and to Fort Panmure. He appointed civil magis- and organized a superior court at Pensacola, whose jurisdiction ed over the whole province and which, until the close of the in 1782, administered justice according to the common law ated.

instructions in regard to public lands and was author- fee or reward, to every retired officer who had served French and Indians and to any private soldiers disabled in This generous provision on the part of the population. It attracted a class of enterprising and peace of 1763, had been drifting about. Immigration first of disabled officers and soldiers.

This was the first stream. A second and even more important stream of immigrants soon followed.

The troubles and dissensions between the colonies and the mother country were growing serious. Great diversity of opinion existed among the colonists, and especially in the Carolinas. Many persons, loyal to the Crown, but unwilling to take part against the people among whom they lived, embracing in numerous instances their kindred and even their own households, sought refuge in West Florida. * * * Many of this class from Georgia and the Carolinas and some from colonies farther north followed the British flag to Pensacola, and thence made their way to the shores of Lake Pontchartrain, to Manchac, Baton Rouge, Natchez, Bayou Pierre, and Walnut Hills,[1] and also up the Tombigbee River.

Special mention should be made of some of the immigrants. In 1772 Richard and Samuel Swayze, of New Jersey, with their families and a number of their kindred and friends, settled on a purchase of 19,000 acres in Adams County, on the Homochitto River, at what is now known as Kingston.

Samuel Swayze had been for a number of years a Congregational minister, and most of the adults who came with him were communicants. The faithful shepherd, as soon as he had provided a shelter for his wife and children and planted corn for their bread, gathered up his fold and organized his society, undoubtedly the first Protestant pastor and congregation in the Natchez district. * * * The Jersey settlement, begun in 1772 by men of intelligence, energy, and high moral character, became prosperous and rich, densely populated, highly cultivated, distinguished for its churches and schools, its hospitality and refinement, and in the course of years it sent its thrifty colonies into many counties, carrying with them the characteristics of the parent hive.[1]

Many of the best families in Mississippi and Louisiana are descended in one branch or another from the brothers Swayze.

In December, 1773, Gen. Phineas Lyman, an eminent lawyer and statesman of Connecticut, who had served with distinction as a major-general of the royal provincial troops, embarked at Stonington for New Orleans. He was accompanied by his family and a large party of friends, some of whom had along their wives and children. There were also several slaves. In February, 1775, the general having died in the meanwhile, the Crown granted 20,000 acres to his family. These lands were located on the Big Black and the Bayou Pierre, in the present county of Claiborne, and were occupied by the Lymans and their party. "Among this band was the Rev. Jedediah Smith, who had long been a Congregational minister in Greenville, Mass., and his ten children, from whom descended large and influential families."

This immigration was very different from that of the French. These had come, "for the most part, in public vessels, with free transportation, under special charters, with soldiers to protect them, and with constant succession of ships, year after year, bringing reenforcements and supplies. They devoted themselves to exploration, to hunting and trapping, to the establishment of isolated posts, and to a fruitless search after silver and gold, starving on a soil capable of supporting 50,000,000 of people. The French consisted either of the cadets of noble families,

[1] Claiborne's Mississippi, 102-107.

ame to seek military distinction, or soldiers of fortune, who fol- the profession of arms and were capable of no other vocation; civil employees of the company, who were also a nonproducing and a few peasants and Acadians, poor, ignorant, and contented their condition. The priests and the Canadians were the only etic class. The first were devoted exclusively to the reclamation Indians; the latter were satisfied with their fowling pieces and pirogues. The very women that were sent out by the Govern- to furnish wives for the colonists, instead of being selected from rms and villages, had been, for the most part, picked up in the s of Paris and from the houses of refuge."

nly inducement the British authority held out for immigration was a liberal ation of land to those that had rendered service to the Crown. No transpor- was furnished; few military posts established; no vain search made after Those that came came at their own expense. They crossed the mountains sburg or to the head waters of the Tennessee, where they often made a crop of d wheat the first season, and then built their boats and brought down with their point of destination their families, their slaves and stock, and a year's of provisions; or they came from Georgia and Carolina, the overland jour- pack horses, through the Creek and Choctaw territories; or by sea from ore northern posts to Pensacola and New Orleans, and then by boats to their ive stations. Nine-tenths of them came to cultivate the soil; they brought gence and capital, and they embarked at once into the production of supplies e consumption, and selected indigo as their crop for exportation. Tobacco xt introduced, and subsequently cotton. All the necessaries of life were in nce and cheap. The cornerib had no lock upon it. Bacon, beef, butter, and were plentiful. Orchards were on a large scale and the fruit better than at . It was a common sight to see one hundred beehives in a farmyard, and ckwheat and clover were then grown especially for the benefit of these epi- manufacturers. Beeswax and honey were articles of export. The medicinal nd roots—rhubarb, ginger, pimento, madder, saffron, hops, the opium poppy, ny others which we now purchase from the apothecary—were grown in the s. Many planters tanned their own leather. Shoes were almost always made plantation, either by a workman belonging to the place or by a man hired to work. Gentlemen and ladies were clad in homespun. Even the bridle reins, and saddlecloths were made at home.[1]

s immigration was further stimulated and increased by the out- and pendency of the war between the American colonies and the country. The Floridas took no part in the great rebellion. were the land of loyalty and of peace.

[illegible] and distinction, and who were either loyal in sentiment [illegible] ght an asylum in West Florida. Settlements on Bayou [illegible] Walnut Hills still further multiplied. The majority of [illegible] of intelligence and character. Bad men—outlaws and [illegible] likewise, but they were outnumbered and restrained by [illegible] was generally peace and order, and security for property. [illegible] were for the most part, educated men. Many of them had held [illegible] and provincial army; others had held civil offices under [illegible] and had been accustomed to the administration of the [illegible] for ages past the great security of social order and public

[1] Claiborne's Mississippi, pp. 114-115.

liberty. Such a population is a guaranty against anarchy and mob rule, and though remote from the provincial government at Pensacola and no court of record nearer, the Natchez district was proverbial for its immunity from crimes and criminals. There is no British record of judicial proceedings in the Natchez district; and as there was considerable wealth in land, slaves, cattle, and merchandise, the good order that prevailed must be ascribed to the superior character of the early immigration. The intelligent and cultivated class predominated and gave tone to the community.

Natchez, at this period (1776), was but a small village, and the buildings were all on the batture under the bluff—some twenty ordinary frame and log houses. There were four merchants, viz, Hanchett & Newman, Thomas Barber, Captain Blomart (a half-pay British officer), and James Willing, from Philadelphia.

Such (in 1778) was the prosperous condition of the Natchez district and of the Province of West Florida generally under the British administration. Plantations rapidly multiplied. The planters established credits in London, Pensacola, and Jamaica, and received their merchandise and negroes direct from those ports. The Atlantic colonies, from which most of the inhabitants had migrated, were then in the crisis of the Revolutionary war. Washington and his army had passed the dreadful winter at Valley Forge, the cities of Philadelphia and New York were in the hands of the enemy, and Carolina and Georgia were wasted and harassed by the British and Tories. But profound peace and good order prevailed in West Florida, and no colony in the British Empire or elsewhere was in a condition more happy and prosperous.[1]

This fortunate condition did not continue. The storm cloud was rising in an unexpected quarter. A change of dynasty impended.

The English in West Florida had taken no pains to conciliate the Spanish rulers of Louisiana. They floated by New Orleans with their vessels loaded with British wares, which they disposed of on the river without license, to the ruin of the Spanish merchants, and by superior energy their traders monopolized almost the entire Indian trade. England was at war with France, on account of the part she had taken for the colonies, and Spain having attempted to interpose, and being scornfully rebuked, declared war against England (in the year 1779) on the point of honor.[2]

Spain waged no war against the American colonies. On the contrary, they combated a common enemy. Had the Natchez district been confessedly territory of Georgia or of Carolina, as those colonies claimed that it was, Spain would probably not have interfered with it. But, as we have already seen, that territory and all other below the celebrated Yazoo line were claimed by the governors of West Florida to form part of that province. Certainly those governors had taken possession, and were ruling it de facto, whether de jure or not; and west Florida, not having thrown off the yoke of the British supremacy, as had the other colonies, was confessedly British territory, and fair game for the Spaniard.

Don Bernardo de Galvez was then the civil and military governor of Louisiana, and the ablest and most active man that ever ruled that province. He immediately proposed and set about the conquest of Florida. In the first year (1779) he took forts Bute and Baton Rouge, receiving the surrender of all the British forts in those parts, including Fort Panmure, the posts on the Amite and on Thompsons Creek, and

[1] Claiborne's Mississippi, pp. 115, 116. [2] Ibid., p. 121.

ıtire district of Natchez. In 1780 he took Mobile and the whole
ry from the Pearl to the Perdido; and in 1781, captured Pensacola
ıe remainder of the province. Thus ended the British dominion
st Florida, after a period of nineteen years. "Strong garrisons
ınish infantry, then renowned for their valor and discipline, occu-
Pensacola, Mobile, Baton Rouge, Natchez, Nogales (Vicksburg),
:her points; all under the control of the ablest soldier and admin-
ɔr of his times."

November, 1782, provisional articles of peace were signed between
nited States and His Britannic Majesty. By these articles the
ern boundary of the United States was fixed at a line drawn from
ississippi due east along the thirty-first parallel to the Chattahoo-
and thence to the Flint River junction, and thence to the head of
. Marys, and thence by that river to the ocean, thereby adopting
rth boundary line of the Floridas as fixed by the proclamation of
The same line was expressly confirmed by the definitive treaty
ıce made on September 3, 1783; but on the same day a treaty of
was concluded between Great Britain and Spain, in which the
r ceded back to the latter both the Floridas, declaring an entire
n in full right, but without defining the boundaries. Spain was
party to the treaty between Great Britain and the United States,
tanding upon her own treaty, the Johnstone and Chester commis-
their actual exercise of jurisdiction, and upon the Galvez occupa-
Spain refused to surrender to the United States the territory
of the Yazoo line, but, on the contrary, erected forts at Nogales
ıte of the present Vicksburg) and New Madrid, and strengthened
ırrisons at Natchez, Baton Rouge, and Manchac.

long controversy with Spain as to the boundary of Florida was
by the treaty of October 27, 1795, just as it was about to give
a war with that power. This treaty agrees that the line which
escribed in the treaty between Great Britain and the United
as the southern boundary of the United States shall be the
ividing the territories of the United States from east and west
a. The treaty does not import a cession of territory, but is
stood as an admission that the right was originally in the United
.

disturbances and losses incident to the Spanish conquest and
ıtion naturally and inevitably stopped the American-English
ration to west Florida. But about the year 1790 a third tide set
hese immigrants were people who came chiefly to better their
es. "The clemency of the Spanish authorities, the easy terms on
they granted lands, the exemption from taxes and military
, their interposition to protect the honest debtor from usurers and
creditors, the unrivaled fertility of the country, and the free
to New Orleans permitted to settlers were powerful inducements
mizatio." Moreover, there was a firm conviction that the Unite

States had a just claim to the country; that the need of the Mississippi River outlet would soon bring about the assertion of that claim; and that the expatriation would therefore be for a period not long. These immigrants were not a rude people. They brought with them "culture, social position, enterprise, and considerable wealth, and these elements controlled and characterized the community. At no period since has there been better order and fewer crimes. The Spanish authorities had no disposition to be severe, nor did they manifest any desire to be so. The successive commandants at Natchez and the governors-general of Louisiana were accomplished gentlemen, trained to arms, stately but courteous, punctilious, fond of etiquette and pomp, but hospitable, generous, and forbearing. They were Catholics, of course, and such was the religion of the Kingdom and its provinces; and those who emigrated to the country came with a full knowledge of the fact. A large majority of the settlers were Protestants, who enjoyed their faith and the right of private worship. No attempt was made to proselyte or proscribe them, nor was there ever any official interference unless the parties in their zeal, or under indiscreet advisers, became offensively demonstrative. There was, in fact, more religious freedom and toleration for Protestants in the Natchez district than Catholics and dissenters from the ruling denomination enjoyed in either old or New England."

Property was secure, debts were promptly collected, and justice impartially administered. After the treaty of 1795 General Wilkinson, under the date of May 20, 1797, in his written instructions to Captain Guion for the occupation of the Natchez district, said: "At Natchez you will find yourself in an extensive, opulent, and polished community, agitated by a variety of political interests and opinions." In 1801 Governor Claiborne writes this to Mr. Madison, then Secretary of State:

> The river front here (Natchez) is thronged with boats from the West. Great quantities of flour and other produce continually pass. Cotton, the staple of this Territory, has been very productive and remunerative. I have heard it suggested by our business men that the aggregate sales this season will exceed $700,000, a large revenue for a people whose numbers are about 9,000, of all ages and colors.

The establishment and development of these settlements along the Mississippi were accompanied by a corresponding movement along the Tombigbee, from Mobile upward. They have a history similar, but not so brilliant. Grants of lands were made to immigrants about McIntosh's Bluff, Fort St. Stephens (subsequently the Territorial capital of Alabama), and along Bassett's Creek, in the vicinity of the Tombigbee. These lands, however, were not so fertile nor in such extensive bodies as in the region of the Mississippi, and the river was of such inferior importance to the latter stream that the settlements in that region did not increase with the same rapidity as in the latter country, nor attain such a height of prosperity, nor extend themselves

the same swiftness. Many of those first stopping on the Tom-
ee ultimately removed to the Mississippi.[1]
little later Pearl River became the locality of a noteworthy set-
ent. It was, however, composed mainly of a people essentially
rent from those in the Natchez district.

st of the settlers were from the poorer districts of Georgia and the Carolinas.
to the instincts of the people from whom they were descended, they sought as
as possible just such a country as that from which they came, and were
refugees from a growing civilization consequent upon a denser population
ts necessities. They were not agriculturists in a proper sense of the term;
they cultivated in some degree the soil, but it was not the prime pursuit of
people, nor was the location sought for this purpose. They desired an open,
pine country, which forbade a numerous population. Here they reared
nse herds of cattle which subsisted exclusively upon the coarse grass and
which grew abundantly among the tall, long-leafed pine, and along the
creeks and branches numerous in this section. Through these almost inter-
ble pine forests the deer were abundant and the canebrakes full of bears.
combined the pursuits of hunting and stock minding, and derived support and
ne almost exclusively from these. They were illiterate and careless of the
rts of a better-reared, better-educated, and more intelligent people. They
unable to employ for each family a teacher, and the population was too sparse
lect the children in a neighborhood school. * * * Some of these pioneers
ned in the country many years and came to be surrounded with descendants,
and women, the growth of the country, rude, illiterate, and independent.
the margins of the streams they found small strips of land of better quality
the pine forests afforded. Here they grew sufficient corn for bread and a few
coarser vegetables, and in blissful ignorance enjoyed life after the manner
loved. The country gave character to the people—both were wild and poor;
were sui generis in appearance and production, and both seeming to fall away
the richer soil and better people of the western portion of the State. Between
and the inhabitants of the river counties there was little communication and
ympathy, and perhaps no country on earth of the same extent presented a
difference in soil and population, especially by one speaking the same lan-
and professing the same religion.[2]

e have already seen that in the year 1795 the treaty with Spain
the parallel of 31° as the southern boundary of the United
s, and, by consequence, of the State of Georgia. It was not
n, however, until March 29, 1798, that the Spanish garrison was
drawn.

the 7th of April following, Mississippi Territory was created with
daries, however, very different from those appertaining to the
nt State, viz, the parallel of 31° on the south, the line drawn due
from the mouth of the Yazoo River on the north, the Mississippi
on the west, and the Chattahoochee on the east. Winthrop
ent, of Massachusetts, was appointed governor of the new terri-
and arrived at Natchez August 6, in the same year. Governor
ent's administration was unfortunate.

governor was a total stranger to the people. They were a mixed population
ous national ties, but the controlling element was Southern, and it gave tone

[1] Sparks' Memories of Fifty Years, p. 246. [2] Ibid., pp. 331, 332.

to society and to public sentiment. The immigrants from the Southern States and a few English and French gentlemen settled among them were opulent, polished, hospitable, and convivial, delighted to have a chief magistrate and an organized government, but greatly disappointed by his saturnine temperament and grim demeanor. The governor had as little fancy for their cavalier deportment and the freedom of their conversation.[1]

His high-toned Federalism, his manifest want of sympathy with the people, nay, antipathy to them; his excess of all conceivable stretch of republican authority verging closely on tyranny, made the people first restive and then turbulent and clamorous for a change. He and the judges commissioned for the Territory had promulgated a code of laws severe and incompatible with the spirit of our institutions. Remonstrances, carefully drawn and eloquent in their indignation, were forwarded to Congress, complaining of those laws and of the governor's arbitrary abuses of executive power. The result of all which was that in 1801 Mississippi Territory was advanced to the second grade of government, which secured to it a legislature to be elected by the people.

The first territorial legislature after Winthrop Sargent was removed and William C. C. Claiborne made governor, convened at Natchez on the 1st of December, 1801. It immediately repealed most of the laws passed by Governor Sargent and the judges and enacted a new code. We get here a curious and interesting side light on the scene from a letter by Governor Claiborne to Secretary Madison, dated February 5, 1802. He says:

The people complain that they are ignorant of the laws. The fact is so, but it is not in my power to offer a remedy. The only printer in this Territory (and he is a novice in the profession) has been employed on high wages to print the laws. The work is going on, but from want of type, a good press, and assistant, it can not be completed for several months. I am surprised that printers from the older States do not turn their attention in this direction. I know of no quarter where a well-conducted paper would be more lucrative and of more advantage to society.

In the latter part of this same year, 1802, the legislature was again in session, and the printer not having completed the printing of the laws, Edward Turner, a young lawyer, was employed to make a number of manuscript copies, for which he received $36. Well might the historian of Mississippi exclaim, "Economical days!"[2]

This legislature established the Territorial capital at Washington, Adams County. This village is thus described in 1805:

The town of Washington, 6 miles east of Natchez, in a rich, elevated, and picturesque country, was then the seat of government. The land office, the surveyor-general's office, the office of the commissioners of claims, the courts of the United States were all there. In the immediate vicinity was Fort Dearborn and a permanent cantonment of United States troops. The high officials of the Territory made it their residence, and many gentlemen of fortune, attracted by its advantages, went there to reside. There were three large hotels, and the academical department of Jefferson College, inaugurated by Governor Claiborne, was in successful operation. The society was highly cultured and refined. The conflicting land titles had

[1] Claiborne's Mississippi, p. 206. [2] Ibid., p. 228.

a crowd of lawyers, generally young men, of fine attainments and brilliant s. The medical profession was equally well represented, at the head of which Dr. Daniel Rawlings, a native of Calvert County, Md., a man of high moral ter and exalted patriotism, eminent in his profession, and who, as a vigorous and acute reasoner, had no superior and few equals. * * * It was a gay and nable place, compactly built for a mile or more from east to west, every hill in eighborhood occupied by some gentleman's chateau. The presence of the ry had its influence on society; punctilio and ceremony, parades and public ainments were the features of the place. It was, of course, the haunt of ians and office hunters; the center of political intrigue; the point to which rsons in pursuit of land or occupation first came. Was famous for its wine s and dinners, usually enlivened by one or more duels directly afterwards. was this now deserted and forlorn-looking village during Territorial organiza- In its forums there was more oratory, in its salons more wit and beauty than ve ever witnessed since—all now moldering and forgotten in the desolate rard of the ancient capital.[1]

the year 1802 the controversy between the United States and the of Georgia over the ownership of the Mississippi country was d by a cession from that State of all the territory outside of her nt limits. In 1803 France sold to the United States all of Louisiana at French colony then existed. In 1804 all of the country lying een the then Mississippi Territory and Tennessee was annexed to 'erritory. In 1812 all of that part of Louisiana lying between the and the Perdido rivers was also attached to the Territory. ly, in 1817 Mississippi was admitted into the Union as a sovereign with its present limits.

wever, the whole of the State's territory was not, even after that ssion, available for settlement. Excepting that portion of the which lay east of the Tombigbee River and is now included in ounties of Lowndes and Monroe, all of the northern portion of the , and so far south as the southern boundaries, roughly speaking, e counties of Hinds, Rankin, Smith, Jasper, etc., was still in the s of the Chickasaw and the Choctaw Indians.

e treaties of Doak's Stand and of Dancing Rabbit Creek, made in ber, 1820, and in September, 1830, respectively, with the Choctaws, that of Pontotoc Creek, made in October, 1832, with the Chicka- relieved the situation. The tribes were removed to the West as as was possible, and thus in the short space of fifteen years was en open for occupation all the vast and fertile territory of central northern Mississippi. The effect was prompt and marked. Both the northward in Tennessee and from the southward in Missis- the tides of immigration had been arrested by the Indian bound- They had fretted against the unwelcome barriers. "Natura rret vacuum," say the physicists, and so says the heart of the grant. The odious barriers being broken down, there was a surge manity into the vacant spaces, the suction of which was felt far near.

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[1] Claiborne's Mississippi, p. 258.

No phase of this State's history can be properly understood without a clear view of these facts:

In the year 1820 the population of the State, all being in the southern portion and below the southern line of Hinds County, roughly stated, was 75,448. In the year 1830, after the treaty at Doak's Stand and the movement of the Indian lines to about the northern boundary of Holmes County on the north and the eastern boundary of Madison County on the east, the population was 136,621. In 1840, after the two other treaties, it was 297,566. In 1850, or about fifteen years after the two later, and principal, treaties, it was 606,526. That there should be a sudden and long plunge of the center of population northward in a new State, most of whose territory had been but recently thrown open to settlement, is not of itself a singular matter; but as a fact it must be constantly remembered by the reader of this history.

# Chapter II.

## EDUCATIONAL BEGINNINGS.

### EDUCATION UNDER THE SPANISH RÉGIME.

Spaniards had no public schools in Natchez and only one or two e tutors. Not only did that Government do nothing for the tion of the people, but, on the contrary, its course rather tended ress any disposition or effort on the part of the people (largely can and Protestant, as we have seen) to do anything for them- in that direction. So late as 1803 we find the board of trustees ferson College petitioning Congress for aid in their efforts, ided with peculiar impediments, in a community but lately ed from the lethargic influence of an arbitrary government, from principle to the general information of its citizens."

, barren as this period was of school work, it is here that we ook for one of the most accomplished and interesting characters history. This was Sir William Dunbar, youngest son of Sir bald Dunbar, of Elgin, one of the most ancient and famous of rldoms of Scotland, who settled at Natchez in 1792. He had horoughly educated at Glasgow, where he evinced such a faculty chanics and mathematics that he was induced to repair to London sue those studies.

Natchez he maintained a correspondence with Sir William Herschel, Presi- fferson, Rittenhouse, and other learned men, and obtained from London a elescope and a complete set of instruments for his observatory and labora- From this remote country, then regarded as a wilderness, he traced the course lanets, and made experiments in chemistry, and solved problems in mechan- t were eagerly adopted by the philosophers of Great Britain, and his name iar to the academicians of the Continent. Mr. Jefferson solicited his ondence. At his instance, Mr. Dunbar explored the Ouachita to its sources, ally one of the most interesting fields in America. His reports of that tion, on the delta of the Mississippi, and on the sign language of the Indians, which the most remote tribes intercommunicate, and his at of the tribes are among the most valuable contributions to the Ameri- losophical Society. This useful and virtuous citizen, the most distinguished died at his plantation, The Forest, in 1810, leaving numerous fortune to each of them.[1]

[1] Claborne's Mississippi, p. 201.

## EARLY EFFORTS BY THE AMERICANS UNDER THE GOVERNOR AND JUDGES.

Governor Sargent and the judges did nothing for the cause of education. The country was in a very unsettled state, and the people were too entirely absorbed in the resistance of his aggressions and tyranny to devote much attention to schools. Yet they did not wholly overlook so important an interest. On the 23d of December, 1799, Mr. Sewall presented to Congress a letter from Governor Sargent, inclosing a memorial from the inhabitants of Natchez, praying for legislative aid in the establishment of a seminary; also a petition of John Henderson and others, inhabitants of Natchez, praying the aid and patronage of Congress in the establishment of a regular ministry of the gospel, and schools for the youth.[1]

About the time of the Spanish evacuation, Warren County was settled by people in culture and means far ahead of the usual class of pioneers. Among them were the Vicks and the Cooks, who were Methodists, and exerted a most wholesome influence throughout the county. Their first business, after providing a roof for their families, was the building of churches and schoolhouses.[2] Here and in the Natchez district, and especially in the latter locality, were families of means who employed private tutors; some boys were sent to the Eastern and Northern States to be educated; some were sent even to Europe. Yet, while these favorable indications existed, it is also true that the general state of the Territory was, from an educational point of view, deplorable. English schoolmasters were difficult to obtain. Many strangers who undertook to act in that delicate and responsible profession were found to have contracted, in other scenes, habits so vicious as to render their dismissal necessary.[3]

### REV. DAVID KER.

The first public female school in the Territory was started in Natchez in the year 1801 by the Rev. David Ker. It will be appropriate to devote a few words to this, the first teacher of reputation in Mississippi.

We first hear of this gentleman as connected with the Presbytery of Temple Patrick, in the north of Ireland. Although born in Ireland, he belonged to the historic family of Kers, in Scotland. In 1789, his name appears as a member of Orange Presbytery, North Carolina. In 1790 he was residing in Fayetteville as a minister, and in charge of a classical academy. In 1794 he was elected professor of humanities in the University of North Carolina, and placed in charge of the institution. Resigning in 1796, he removed to Lumberton, where he became a merchant and studied law. He moved in 1800, with General Willis, of

[1] Annals of Congress, sixth session, House of Representatives.

[2] Claiborne's Mississippi, pp. 535–536.

[3] Hall's Mississippi Territory, Salisbury, N. C., 1801.

›erton, to Mississippi, where in 1801 he was appointed sheriff of ıs County; and again, clerk of Adams County in 1802, and judge ɜ superior court in the same year. He was accounted the ablest ›est judge on the bench. The governor wrote of him to Mr. Madi- 'Mr. Ker's appointment has given much satisfaction to a large 'ity of the citizens. He is a valuable acquisition to the bench." ıs assisted in his school work by his wife and daughters, who were y finished scholars and very elegant ladies.[1]

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iborne's Mississippi, pp. 231, 238, 242; P. K. Montgomery, in History of Jef- County; Claiborne Papers, Vol. G.

# Chapter III.

## JEFFERSON COLLEGE.

On the 13th of May, 1802, Jefferson College was incorporated by the territorial legislature, being named after "Thomas Jefferson, President of the United States, and president of the American Philosophical Society." It is noteworthy that not only was this the first institution of learning established by authority in the State, but also that its charter was the first act of incorporation for any purpose in Mississippi.

The institution is still in existence. Chartered eighty-nine years ago (1891), it is believed that it has never yet graduated a student with an academic degree. For all that, its usefulness has been great, and it is now in a flourishing condition, constituting about the only hope of the poor educable youth of its section. Among its students have been the sons of Audubon, the celebrated naturalist, and themselves in later years his efficient assistants; J. F. H. Claiborne, the accomplished legislator and historian, who has done more than any other native Mississippian to rescue from oblivion the names of the heroes and statesmen of this State; B. L. C. Wailes, the eminent geologist; Senator and Governor A. G. Brown, and Jefferson Davis.[1]

Its history presents the strangest complication of good and of ill fortune, and is so finely characteristic of both the vicissitudes and the successes of such institutions that it shall be noted at some length. Although a continuous narrative will take us far ahead of the period of its establishment, it is deemed best to present the history in that shape:

Jefferson College had no endowment granted by its charter, but was to be supported by voluntary contributions, to which end the trustees were authorized to receive donations from citizens and others, and to raise a sum of money by lottery.

On the 3d of January of the succeeding year (1803) the trustees met at the town of Washington and organized the board by the election of William C. C. Claiborne, governor of the Mississippi Territory, president; William Dunbar, vice-president, and Felix Hughes, secretary. On the 6th of June following, Alexander Montgomery was elected treasurer.

Sensible of the difficulty of the task of erecting an institution for public education without public funds, the trustees at their first meeting adopted an address to the public, in which they appealed to the patriotism of their fellow-citizens to supply this want by their private liberality, and depicted in forcible terms the benefits to be derived from the support of the institution and the great advantages of home education.

The trustees at the same time petitioned Congress for aid in this first attempt to institute a place of general education for the youth of the Territory, which, by a

[1] Centennial oration of Gen. Jos. Shields.

f the legislature, had devolved upon them—an attempt attended with peculiar liments in a community but lately emerged from the lethargic influence of an ary government, averse from principle to the general information of its citi- a community which would consequently be tardy in learning the necessity of ing effectual aid to such an object by voluntary contribution.

appeal to the public was productive of very limited aid; that to Congress romptly and liberally responded to by a grant, on the 3d of March, 1803, of a hip of land and some lots of ground in and adjoining the city of Natchez.

r a site the board accepted a valuable donation of lands offered ohn and James Foster and Randall Gibson, adjoining the town of hington, the territorial capital.

e donations were subsequently extended to about 47 acres. The ry scheme proved ineffectual, and was abandoned. The lots in city of Natchez, and an out lot adjoining the same, granted to ollege by Congress, were duly located in 1803, and upon these were several valuable buildings. Steps were immediately taken he trustees to render these buildings available, by means of leases, rd supplying a revenue for the college. The trustees, however, thwarted in this attempt, being met by the claims of an indi- al and of the city of Natchez to the same property.

active interference of these adverse claimants procured the passage of an act ngress for suspending the location; and at a succeeding session the property ated was regranted to the city, saving, however, the right of the college.

While the controversy as to the eventual title was pending, the buildings to decay and were destroyed.

eals were made to the public for aid in vain, and finally, on the 21st of nber, 1805, a loan from the legislature was prayed for with like result. From eriod the trustees were not reassembled until the 12th of April, 1810, a period re than four years.

ard the close of this interval the Washington Academy had been established as conducted by the Rev. James Smylie. Temporary frame buildings had been d, or were in the progress of construction, on the lands of the college by s of subscriptions raised for that purpose. A conference between the boards two institutions resulted in a transfer of these buildings and subscriptions lerson College, the latter institution assuming all the contracts and engage- of the former.

us, on January 1, 1811, nearly nine years after the date of the char- he trustees, on failure of the means for putting the institution into ation on a larger scale, opened it as an humble academy, under the ntendence of Dr. Edwin Reese, assisted by Mr. Samuel Graham. this unpretending organization it continued for many years the charge of various instructors, generally respectable in char- and attainments, in many respects well fitted for the duties of respective stations, meeting the demands of the neighboring nunity for a preparatory school, and depending almost wholly the avails of the tuition charges.

the meantime the trustees resumed their efforts to render the wments of the institution available. A suit at law was commenced, the close of the year 1813, for the recovery of the lots in Natchez. legislature having granted to the college in the year 1812 all

escheats for the period of ten years, about $5,000 or $6,000 were realized from that source. But, on the other hand, in two cases, each involving a large property, the college was unsuccessful, and was subjected to heavy expenses by the prosecution of its claims.

Under the act of Congress of February 20, 1812, the township of land granted to the college in 1803 was at last located. The land selected was situated on both sides of the Tombigbee River, about 20 miles above St. Stephens, and consequently within the limits of the present State of Alabama. An agent was appointed to lease out a portion of this land and to collect rents from intruders who had settled upon it, but the low rates and liberal credit upon which the Government lands were obtainable at this period, and the impunity with which they were extensively occupied by intruders, afforded but little prospect of realizing much profit for the college from its right of leasing its lands.

In December, 1816, the sum of $6,000, payable in four annual installments, was appropriated by the territorial legislature for the employment of a principal of the college. Mr. James McAllister, a Scotchman, then filling a professorship at Bardstown, Ky., and for many years advantageously known in the United States for his profound learning, was accordingly engaged, and attracted to the institution an increased number of students.

Mr. McAllister took charge of the institution in June, 1817, and in August following, the litigation with the city of Natchez about the lots within the city limits having been compromised by the payment to the college of $5,000, the trustees contracted for the building of the east wing of the proposed college edifice, preparatory to the anticipated extension of operations. The litigation with the city about the lot adjoining the town continued, and it was destined to continue for many a weary year.

About the close of 1818 the Alabama lands began to produce something. Immigration to that new State had become very great, and a demand for cotton lands arose, which enhanced their prices to a rate before unexampled. Leases of the college lands were effected for terms of ninety-nine years; and about $8,000 were realized as the first installment, and the remaining installments, amounting to more than $25,000, payable in two, four, and six years, were counted on with the utmost confidence. The trustees thereupon anticipated the resources of the institution and obtained bank loans aggregating about $9,000. This money, with a further sum of $4,000 lent by the State, was applied toward the completion of the buildings which were in the course of erection.

The expectations of the trustees of further revenues from the Alabama lands, however, were in a few years proven to be utterly fallacious. The United States, in 1820, reduced the price of the public lands, and, to extinguish the land debt already outstanding, offered liberal discounts from time to time, and the privilege of relinquishing the lands purchased was accorded. A great depreciation in the values of lands

d, and disposed those who had it in their power to surrender their ases. In vain the trustees surpassed the liberality of Congress, offered an abatement of one-half of the amounts due from their rs.

with one inconsiderable exception, preferred forfeiting their leases, a measure ch they were the more inclined as the greater portion of the land was found itterly worthless. Thus was the chief source of income of the college destroyed ll hope of future revenue from the unhappy location. The institution was uently burthened with a heavy debt which it had no means of discharging, hich the trustees and a few liberal friends of the institution were soon under cessity of assuming individually.

years it was harassed by its creditors, and executions even levied upon the collifice and the "commons" in the city of Natchez.

only in its finances during this period were the trustees doomed to disappoint- A religious convention of the clergy of all denominations assembled, about se of the year 1818, at Washington. The institution being under the patron- no exclusive sect, the religious opinions of Mr. McAllister, then at its head, er unobtrusive and unknown, were chosen for animadversion, and the insti- as publicly and bitterly denounced by the convention and an injury done it the able and indignant response of the trustees was insufficient entirely to Nor did the appointment of a clergyman (the Rev. R. F. N. Smith), who ubsequently associated with Mr. McAllister, find more favor with the public his coadjutor with the convention. When the funds appropriated for main- g them in their stations were exhausted, the patronage of the community sl no adequate support, and their connection with the college was dissolved, nith retiring first by the resignation of his professorship.

n the retirement of Mr. McAllister, in June, 1821, an academy was generally ip, under the charge of various instructors, on the same scale and footing as his appointment.

ring the session of 1822–23 this institution enjoyed the high, gh not then, it is to be feared, fully valued, privilege of having for awing master John James Audubon, whose graphic pen and glow- encil were even then busy with that delineation of the birds and upeds of America which has made his name illustrious through- ne world, and whose soul was then burdened with the gloomy fore- gs that so often oppress struggling genius at the very portals of

the legislature, at the session held in January, 1825, the institu- was assailed, and a suit against it for the recovery of the money d it many years before was threatened. This measure, however, ajority of that body refused to countenance.

order to give to the college that support which would be due to it state institution, the trustees proposed to the legislature, in Jan- 1826, a modification of their charter, whereby the State should e vacancies in the board of trustees as they should occur. The January 30, 1826, was accordingly passed, and accepted by the es. This right was exercised by the State for a number of years; moreover, the governor was long, ex officio, the president of the

Life of Audubon, by his widow, p. 91.

In May, 1826, the professor in charge of the college died, and no person of suitable qualifications could be found to accept the situation on any inducements which the board had it in their power to offer. The doors of the institution were necessarily closed for a time, to the discontent of the public, and at the hazard of further alienating the good feelings of the legislature. Under circumstances so imperious, the trustees had no alternative but to terminate the litigation with the city of Natchez, which had been pending since 1813, at any sacrifice. A compromise was accordingly made, by which a public promenade 120 feet in width along the entire city front was reserved to the city; the remainder of the property was to be laid off into lots and sold, and the proceeds of sale to be divided between the city and the college in the proportion of 30 to 70, respectively. Here, again, however, was disappointment. Sales were slow and low priced. The whole of the property was not disposed of until 1836, and then on a credit of three years, the last installment falling due January 1, 1839. So late as 1840 less than half of the proceeds of those sales had been realized. But little relief, therefore, was afforded to the exigencies of the institution for the gloomy period beginning in 1826, as shown above. The trustees were consequently under the necessity of obtaining loans at different times, on the personal responsibility of a few of the members, to discharge an execution levied upon the college edifice and to enable them to make some repairs, and to erect a building for the accommodation of a steward, preparatory to the reopening.

In the meantime the legislature had under consideration the subject of a general system of education for the State, and at its session in February, 1829, authorized the executive to appoint three agents to inquire into all the means and resources in the State, applicable to the purpose of general education, and to confer with the trustees of Jefferson College and ascertain the condition and purposes of the institution; and whether it was practicable, and on what terms, the trustees would consent to surrender the charter to the State. The conference accordingly took place on the 27th of October, 1829, but the movement came to naught. The trustees declined to surrender their charter, mainly for the reason that to do so would cause either a forfeiture or an escheat of their lands and lots.

The prospect of realizing much revenue from the Natchez property being remote, the trustees found it necessary to resort to some other means of conducting the institution. It was believed that a system of education like that pursued at West Point might be advantageously engrafted upon the college course, and would find favor with the public and be productive of much benefit. The experiment was determined upon. An agreement was accordingly entered into for the term of five years with Mr. E. B. Williston and Maj. John Holbrook, the first as president, and the latter in the capacity of superintendent of the scientific and military departments. These gentlemen were practically familiar with the system. They engaged to employ, at their

charges, a number of competent professors and instructors, ade-
e to the operations of the college; to provide good commons, under
direction of an attentive and efficient steward, and to be depend-
or remuneration wholly upon the success of their own exertions.
ie college, under this arrangement, was opened on the first Monday
ecember, 1829, and its success was eminent. For the first time
its establishment, the institution was viewed with pride and grat-
ion. A large number of students repaired to it. Their attain-
s were varied and useful; and their progress and deportment
ded much pleasure to their friends.

April, 1832, however, the president, Mr. Williston, from his rapidly
ning health found it necessary, greatly to the regret of the trus-
to resign. And in the August following, Major Holbrook, who
eeded him in the presidency, died. In these gentlemen the institu-
sustained a loss at that time irreparable.

March of that year (1832) an act of Congress was passed for the
f of the college. By it the trustees were authorized to relinquish
Alabama lands, in whole or in part; to locate other lands in the
e of Mississippi, either before or after they should have been
ed at public sale; to make the location, not as heretofore in one
e township, but in tracts of two sections, and were empowered to
the lands, in whole or in part, or to transfer the right of location.
er this act the rights of location were all sold, between the 1st of
h and the 6th of August, 1833, at the rate of $6.50 per acre, on
t, with 8 per cent interest; but the locations to be made by the
hasers in the various land offices were not effected until August,
. Mortgages were then executed upon the lands to secure the
hase money, notes with personal security having been previously
. The last note due for these lands was payable on the 6th of
ust, 1839; but the payment of the notes was partly retarded by
unparalleled embarrassments of the country during the years 1837
840. The whole debt was, however, regarded as perfectly secure.
a view of providing a regular income to meet some of the current
nses of the institution at an early period, about $50,000 of the notes
discounted and converted into bank stock (which shortly after-
s vanished into airy nothingness).

return now to the year 1832: The passage of the law for the relief
e college became speedily known to the public, and representa-
as to the highly favorable provisions not only produced very
ge.ated notions as to the value of the grant, but also vague
ons were generally afloat that immense sums were poured at
into the coffers of the college, and that the trustees had nothing
to do than rear up immediately a splendid institution.

were the trustees themselves, in the first flush of success—to many of them
[illegible] to temper the ardor which impelled them to the fulfill-
the [illegible] expectations by a dispassionate survey of the measures yet to

be adopted, or to contemplate with patience any delay in the full accomplishment of their wishes. A conscious independence immediately manifested itself in a proposition "to change the system of education," and to obtain a relinquishment of the lease of Major Holbrook, a measure which contemplated, of course, an immediate, and, in fact, a premature, assumption of all the charges of conducting the institution.

It was not long to be disguised, however, that the lands to be located were yet to be surveyed; that the land offices were not yet established; and when, to the period necessary to effect this, the term of credit, which would perhaps be required, upon the sales, was added, an interval would be found quite sufficient for cool deliberation and dispassionate action.

It was therefore determined to permit the existing order of things to remain undisturbed. The lamented death of Major Holbrook, however, which soon occurred, terminated the contract with the college and made it necessary to provide a successor.

It being ascertained that Capt. Alden Patridge, formerly Superintendent at West Point, was willing to accept the presidency of the college, he was accordingly appointed, Professor Ransom. one of Major Holbrook's assistants, having provisional charge of the institution until his arrival. * * * This arrangement was speedily dissolved. The views of Captain Patridge on slavery and emoluments, the compensation of assistants, * * * the control to be exercised by him, and his residence at the North during a great portion of the year, were all objectionable. He remained only a few months in charge of the college.

The trustees then determined to abandon the West Point system, and to employ 3 professors at fixed salaries. Two of the gentlemen appointed arrived and entered upon their duties on the 11th of November, 1833. The number employed was subsequently increased to 4. This arrangement continued for some years, with occasional changes in the professorships as they became necessary, and with such increase of salary as the available means of the institution would allow. One of these gentlemen, Mr. Charles L. Dubuisson, was advanced to the presidency on the 6th of June, 1835, and his salary fixed at $2,000, which was subsequently increased to $3,000.

On the 2d of June, 1835, the first appropriation was made for the foundation of a library. The institution had never before been in a condition to devote any of its resources to this object. The small commencement previously made arose from donations chiefly from Congress.

The institution had been declining since the year 1833; and its prosperity or utility by no means accorded with the number or ability of the faculty employed, or with the pecuniary means devoted to its support—a circumstance which impressed itself forcibly and painfully upon the notice of the trustees. * * * The session which closed in March, 1838, exhibited a lamentable decline and the reduction of the number of students to 23, only 5 of that number being in the college proper—less than two to each professor. These, for want of employment, had been compelled to volunteer as assistants to the instructor in the preparatory department.

At the close of that session, the president determining to resume the profession of the law, in which he had previously engaged, retired from the station he occupied, accompanied by the good wishes of the trustees.

The resignation of all the members of the faculty at the same time afforded the board a much desired opportunity of reorganizing the institution. The better to prepare for this, it was determined to await a fuller development of its resources, and to apply the unappropriated and accumulating income in the interval to the erection of commodious and extensive buildings. With this view the operations of the college proper were suspended for one year, during which period, however, the preparatory school was carried on under the charge of an efficient and competent rector. In the erection and repairs of buildings and in inclosing and improving the college grounds to fit them for future operations the board expended about $25,000.[1]

[1] Jefferson College pamphlet of 1840.

the year 1840 the work of the institution was resumed, an elaborate catalogue historical sketch having first been published and widely disseminated. The ne of organization and of instruction then presented was as follows:

STUDIES OF THE FRESHMAN YEAR.

| *First session.* | *Second session.* |
|---|---|
| o's Select Orations, or Livy. | The Odes of Horace. |
| phon's Anabasis. | Græca Majora, begun. |
| ı prose translation. | Roman antiquities. |
| ın antiquities. | Latin composition, in verse. |
| ınt geography, reviewed. | Mythology. |
| es' Algebra. | Legendre's Geometry. |
| ch grammar and exercises in trans-ion. | French grammar and Telemachus. |

STUDIES OF THE SOPHOMORE YEAR.

| *First session.* | *Second session.* |
|---|---|
| ce's Satires. | Cicero de Officiis. |
| of Homer. | Græca Majora. |
| s antiquities. | Greek and Latin composition in prose and verse. |
| c prose translation. | Greek antiquities. |
| c prosody and metre, with choral nning. | Chronology. |
| ley's Trigonometry, plane and spher-l, and navigation. | Davies' Analytical Geometry. |
| es' Surveying. | Davies' Differential and Integral Cal-culus. |
| riptive geometry. | Rhetoric, continued. |
| 's Rhetoric. | Lectures on English Literature. |
| ch grammar, and Voltaire's Life of arles XII. | Works of Racine or Corneille. |

STUDIES OF THE JUNIOR YEAR.

| *First session.* | *Second session.* |
|---|---|
| o de Oratore, and Horace's Epistles. | Cicero de Natura Deorum, or Lucretius. |
| tis of Euripides. | Euripides' Medea. |
| 's Phædo and Crito, from Græca jora. | Œdipus Tyrannus of Sophocles. |
| ıres on the Roman language and lit-ture. | Lectures on Greek literature. |
| anics. | Mechanics, completed. |
| ricity, magnetism, and electro-mag-ism. | Whateley's and Campbell's Philosophy of Rhetoric. |
| istry. | Kames's Elements of Criticism. |
| teley's Logic. | Say's Political Economy. |
| ences of revealed religion. | Finance. |
| squieu's Esprit des Lois. | Montesquieu or Montaigne. |

STUDIES OF THE SENIOR YEAR.

| *First session.* | *Second session.* |
|---|---|
| [illegible] Æschylus; and [illegible] select orations. | Longinus on the Sublime, or Aristotle's Treatise on Rhetoric. |
| [illegible] | Lectures on philology. |
| [illegible] Greek literature. | Mineralogy. |
| [illegible] | Geology. |
| [illegible] | Natural history. |
| [illegible] to the arts | Ethics. |
| [illegible] completed. | International and constitutional law. |
| [illegible] Psychology. | Lectures on modern history and litera-ture, and the fine arts. |
| [illegible] Mechanics. | Works of Boileau. |

The institution was then provided with a very good equipment of philosophical and chemical apparatus, with a mineralogical and geological cabinet of considerable extent and value, and with a library. The library comprised only 1,522 volumes, but a fund of $2,000 per annum was devoted to its increase.

The degrees offered were only those of B. A. and M. A.; the latter being offered to "alumni in pursuit of learning, who shall have maintained a good moral character for three years after having received the degree of A. B.," and was honorary.

The estate and resources of the college were, at this time, as follows:

| | | |
|---|---|---|
| Real estate, land, and buildings of college | | $59,625.74 |
| Library and apparatus | | 6,902.25 |
| Bank stock | | 61,500.00 |
| Cash | | 7,543.53 |
| Debts due from purchasers of Natchez lots | | 35,025.42 |
| Debts due from purchasers of lands | | 74,874.52 |
| Money on loan | | 6,200.00 |
| Total | | 251,671.46 |
| The college owed— | | |
| The city of Natchez | $17,000.00 | |
| The State | 10,000.00 | |
| Miscellaneous, about | 3,000.00 | |
| | | 30,000.00 |
| Balance over liabilities, about | | 221,671.46 |

The faculty at this time were Rev. A. Stephens, president; professor of mental and moral philosophy, belles lettres, ancient languages; salary, $3,000.

Leonard D. Gale, M. D., professor of natural and experimental philosophy, chemistry, and mineralogy; salary, $2,000.

Jacob Ammen, professor of mathematics and civil engineering, and superintendent of the military department; salary, $2,000.

————, professor of drawing, painting, and lithography; salary, $2,000.

J. A. T. Midderhoff, professor of modern languages and assistant professor of ancient languages; salary, $2,000.

————, principal of the preparatory department; salary, $1,000.

Rev. William Whielden, assistant in the preparatory department, and librarian; salary, $900.

On the 21st of October, 1841, the main building of the college was destroyed by fire. A high wind at the time spread the flames with such rapidity from room to room that it was impossible to save even the library, of which 500 valuable volumes were consumed. The entire loss was estimated at about $30,000. But a damage incomparably greater, because irreparable, was the destruction of all such archives of the Territory of Mississippi as had not been removed to Jackson.

The fire did not, however, interrupt the exercises of the institution for more than a week. Studies were resumed in the new building

y completed. The burnt building, being of brick, was not entirely umed, and by the following June it was repaired, refitted, and y for use.[1]

the year 1845 the college was under the direction of Professors b Ammen, John Rowland, and Orrick Metcalfe, and was enjoying of its palmy seasons. It was then the center and crowning orna- t of a neighborhood of beautiful homes. In that year the annual inations were, as usual, held in public, and before a large and ntive audience of ladies and gentlemen, and addresses were de- ed by the now venerable Rev. Dr. Joseph B. Stratton, of Natchez.[2]

October, 1850, the college passed under the charge of President bel Green, who had been for many years intimately connected with ational movements. Mr. Green was a son of Dr. Ashbel Green, the president of Princeton College, and for many years officially ected with the workings of the free-school system in Pennsylvania afterwards with the public schools of Philadelphia, and he united a knowledge upon those subjects with rare personal opportunities and nments. Associated with him were Capt. J. M. Wells, a graduate 'est Point, formerly in the Army of the United States and lately in ice in the Mexican War, and Mr. F. B. Wells, late of the United es Navy. There were also a professor of modern languages and a cipal of the preparatory school. In April, 1853, the institution was ed under the charge of the Rev. Charles Reighly; an arrangement h terminated at the close of the session of 1856. Mr. Reighly was eeded by the Rev. E. J. Cornish, under whose administration the ge was maintained in a highly flourishing condition until the spring 859, when Mr. Cornish, on account of feeble health, was compelled linquish his charge, as was then hoped, temporarily. The affairs e institution were conducted until the close of the term by his able stants, Henry L. Fouly and J. P. Green. Mr. Cornish did not, how- , live to resume his position at the head of the college; and upon iving news of his death, which occurred at a distant point, trustees, ons, pupils, and the community at large, alike felt that the institu- had incurred a great loss.

bout this time the institution was freed from a serious incumbrance. he year 1854 suit was brought on the debt of $10,000 due to the e. Judgment was rendered, but on the 19th of November, 1858, ct of the legislature was passed whereby the State released the on payment by the college of the costs of suit. This was done on 10th of January, 1859, and thus was a troublesome burden disposed or the large assets exhibited in the publication made by the trustees 840 had shrunk from various untoward events until but little left, comparatively, and the college could ill bear to pay a sum so iderable.

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[1] Natchez Free Trader, October 23, 1841; October 28, 1841; May 24, 1842.

[2] Address by Dr. Stratton on July 23, 1875, delivered at Jefferson College.

At the opening of the session of 1859 Prof. J. J. Critchlow was appointed president pro tem. At the same period an application was made to the legislature for aid in the establishment of a normal school department and in placing the school on a military footing. The only response was a loan of 75 stand of arms.

During the session of 1860 the legislature passed an act transferring to the college a collection of specimens in natural history and geology, made by Prof. B. L. C. Wailes in connection with the State Agricultural and Geological Survey, and at that time deposited in the State capitol at Jackson.

Professor Critchlow continued at the head of the college until the summer of 1861, at which time its financial affairs were so greatly embarrassed by the disorganized state of the country that the board of trustees felt themselves unable to pledge a prompt payment of salaries. Under pressure of this difficulty, the Rev. W. K. Douglass and Prof. J. J. Critchlow were employed as coequals in authority to assume charge of the institution, but under a special agreement that the amounts allowed them as salaries should be considered obligations to be paid only when practicable. This arrangement continued until the close of the session of 1863, when the doors of the institution were closed by the stern pressure of war.

During the occupation of the country by the Federal troops the college buildings were seized by the commandant at Natchez and used as barracks. At a meeting of the board of trustees, held in January, 1865, a memorial was prepared, which afterwards was forwarded to General Davidson, commanding at Natchez, praying that the college buildings be vacated. The general replied that he no longer had any control in the matter, since the property had been turned over to the bureau of refugees, freedmen, and abandoned lands. On receipt of this reply a similar memorial was presented to that bureau, and in response the property was restored to the trustees in November, 1865.

During the seven years following, the literary management of the college was committed to Mr. Jesse Andrews. The arrangement with him terminated at the close of the summer session of 1872. At this time Prof. J. S. Raymond, the present principal, was elected president of the college, and authorized to employ an assistant professor. Tuition was made free, and the educational advantages afforded by the institution extended without charge to all white male pupils from Adams and the adjoining counties. With occasional modifications, this system of free scholarships continued in force until the expiration of the session of 1875, when regular rates of tuition were again imposed.

From 1872 to 1879 President Raymond managed the literary department of the college with the aid of only one assistant, but the session of 1879–80 was an unusually prosperous one, the number of students having reached 63, and under circumstances so favorable the trustees

orized the employment of two additional assistants. The faculty thereupon organized as follows: Professor Raymond, president; essors James McClure, Matt. C. Harper, and J. E. Blankenshipp. ng the following session the number of students reached 81. om 1881 to the present time it has been deemed best to employ only ssistants, and at that time Professor Blankenshipp retired from the ty. In the summer of 1889 Professor McClure was succeeded by son Reeves, A. B. and B. S., of the University of Mississippi. remarkable harmony has marked the associate career of these lemen, and as a natural result admirable conformity to rule and lent progress have characterized the entire body of students. is sketch of the most venerable institution in the State, and d in the Gulf States, will be concluded by a brief statement of its nt (1891) organization.

## GROUNDS AND BUILDINGS.

e college grounds are quite extensive, embracing some 80 acres, fully arranged and handsomely adorned with forest and ornamental . The buildings are large and commodious, and in fine repair, and e eye of the stranger present a very handsome and imposing arance. The two main buildings are built of brick, each three and f stories high, with a front of 80 feet and a depth of about 50 feet. recitation rooms, dormitories, reading room, library, etc., are con- ntly arranged, admirably warmed, lighted, and ventilated. The y hall and recitation rooms have recently been fitted up with ely new schoolroom furniture, consisting of the most improved desks and settees; also with handsome lamps of the most improved .

## LIBRARY, APPARATUS, ETC.

e college is provided with a well selected library of over 2,000 vol- , a philosophical apparatus, and a mineralogical and geological et.

## PLAN OF ORGANIZATION.

meet the wants of pupils of different ages and requirements, uction is given in three departments, viz, primary, intermediate, igh school departments.

e primary department occupies one or two years, the intermediate rtment two years, and the high school three years.

## PRIMARY DEPARTMENT.

plicants for admission to this department are received ordinarily r 12 years of age, and must be able to read in any of the primary ers.

## HIGH-SCHOOL DEPARTMENT.

### SCIENTIFIC COURSE.

*First year.*

| *First term.* | *Second term.* |
|---|---|
| rithmetic (Thompson's). | Higher arithmetic completed. |
| begun (Wentworth). | Algebra continued. |
| English (Reed and Kellogg). | Higher English completed. |
| geography or bookkeeping. | Physical geography completed |

*Second year.*

| *First term.* | *Second term.* |
|---|---|
| continued. | Algebra completed. |
| y begun (Wentworth). | Geometry completed. |
| gy (Steele or Walker). | Physiology completed. |
| ping or French. | Bookkeeping or French. |

*Third year.*

| *First term.* | *Second term.* |
|---|---|
| metry. | Surveying. |
| philosophy or French. | Natural philosophy or French. |
| ry begun (Steele). | Chemistry completed. |
| or English literature. | Rhetoric or English literature. |

ughout the entire course in the high-school department, regular es in reading (Hudson's Classical Reader and English History), l as in declamation and composition, are required; also daily e in spelling and composition, until a satisfactory standard has tained.

### CLASSICAL COURSE.

classical course, beginning in the second year of the intermediate ment, and extending through the three years of the high-school ment, embraces, in addition to Latin and Greek, or Latin, French, gher English, the entire course of mathematics taught in the fic course, together with rhetoric and English composition.

attendance of pupils averages 50 per annum.

expense of attendance is, to day scholars, $30 per annum; to rs, $165 per annum.

faculty is now composed of Prof. J. S. Raymond (of Washington e University), now, and for sixteen years past, principal and tor in Latin, Greek, and English; Prof. Matt. C. Harper, A. B. iversity of Mississippi), instructor in mathematics and assistant lish; Prof. Jackson Reeves, A. B. and B. S. (of University of Mis- i), instructor in natural sciences and assistant in English.

## Chapter IV.

### DEAD COLLEGES OF MISSISSIPPI.

#### THE ELIZABETH FEMALE ACADEMY.

is institution was a school celebrated in its day for the thorough- of its work and for its large measure of success. Although extinct about 1843, it is still memorable because of several facts. It not the first school at which girls were received to be incorporated e territory of Mississippi; it was the first to be incorporated by State after its admission into the Union. It was the first school ned exclusively for girls to be incorporated by either the Territo- or the State legislatures. It was the first in Mississippi or any Gulf to aspire to and achieve the dignity of a college in fact, although n name, and it was the first fruits of Protestant denominational in all the extreme South.

e first Methodist Church of the State was organized in Natchez in Its first member was Randall Gibson, one of the three men who ted to the Territory the site of Jefferson College. Another mem- a Mrs. Elizabeth Roach (afterwards Greenfield), donated to the issippi conference the land and buildings long and favorably known ose of the Elizabeth Female Academy. This institution was also ted at Washington, Adams County, one-half mile from the town near Jefferson College. The donation was made in 1818. In the following the institution was granted a charter by the legislature, r the auspices of the conference, and under the superintendence ohn Menefee, Daniel Rawlings, Alexander Covington, John W. nt, and Beverley R. Grayson, and their successors. A condition e donation was that the conference should there maintain a high l for the education of girls. On these terms it was accepted, and oken of gratitude for the gift the institution was called by the stian name of the donor. The academy began work in November, Mr. C. Stiles, president; Mrs. Jane B. Sanderson, governess. This Stiles was a lay member of the Methodist Church from Claiborne ty. He died in 1822 and was succeeded by the Rev. James Smiley, olarly and experienced teacher, who was also principal of Wash- on Academy (see Jefferson College). He in turn was followed by Rev. John C. Burruss, an educated, elegant, and eloquent gentle- Under Dr. Burruss was engaged as governess Mrs. Caroline

Matilda Thayer, of New York. The high literary claims and splendid talents of this lady were then well known from her numerous publications, in both prose and verse, and her great experience in teaching gave her a decided advantage in the instruction of youth. She was a granddaughter or grandniece of General Warren, who fell at Bunker Hill, and her only child, worthy of such lineage, while yet a youth, took up arms for Texas and perished at the storming of the Alamo.

At that time, in the year 1826, the course of education embraced the English, French, and Latin languages, taught according to the principles then most approved, with scrupulous attention to pronunciation. Also history, composition, elements of chemistry, geography, and astronomy (with use of globes), and arithmetic. The improved mode of instruction recommended by Edgeworth, Pestalozzi, and Condillac, of addressing the understanding without oppressing the memory, was adopted. Tuition, without any discrimination as to branches, was $12 per quarter; with board and furnishings, $50 per quarter.[1]

From 1828 to 1832 the academy was under the presidency of the Rev. Benjamin M. Drake, Mrs. Thayer still governess.

With the indulgence of the reader we will now attend a commencement exhibition, doubly interesting because it is the first in Mississippi of which we have a detailed account, and because it is one at the palmy period of the first institution of learning in the State to win any reputation of enduring character. The exhibition took place on the 21st of August, 1829. The eager actors in the animated scene have doubtless all passed away, but their names will meet with loving recognition in many homes of Mississippi.

From the Galaxy of September 3, 1829, the following notice is taken:

ELIZABETH ACADEMY—WASHINGTON.

We were in attendance during both days of the recent examination at this institution, and the least that we can say is that our opinion is in full accordance with the general terms of the report of the committee appointed to inspect the exercises, and which is found in this day's paper.

We might, however, be very justly charged with intentional flattery did we speak in "unqualified praise." It is not our practice, under any considerations, and for the obvious reason that it would be inconsistent with candor, not to say with truth. Error is blended with all human concerns; to point it out is, oftentimes, to correct it—it seldom ceases to be a duty.

But, to the examination. The indistinctness of articulation, on the part of the pupils, was a serious injury in the exhibition of their acquirements. It was, in part, imputable to the circumstance that the space to be filled with sound was much greater than that in which they had been usually examined. But, in a great measure, it must be attributed to timidity; modesty, however, is the loveliest trait in the female character; and even when a fault it is still a virtue, and readily forgiven.

The pronunciation in reading and recitation was generally bad. For instance—we heard *Athens* pronounced with a short *a; angel* in the same manner; the first syllable of *parent* as if written *p-a-i-r; patriot* and *patriotism* with a short *a; sacrifice* with a long *a* in the first, and a soft *c* in the last syllable; nothing as nasthing. We noticed also a very general habit of *clipping* words—an indistinctness of enunciation.

[1] The Ariel, Natchez, August 1 and December 19, 1825.

compositions, with two or three exceptions were of a lower order than those ›rmer examination—less originality—less genius both in thought and style.

answers to the questions in political philosophy were occasionally vague and nite—sometimes erroneous. For instance, by the class examined in the Consti- ı of the United States it was said: When the electoral college fail to elect the lent he is chosen by Congress; the Senate choose their own officers; the judges › Federal courts appointed by the President, etc. But these are, in a great e, excusable as it requires a practical knowledge of the operation of our insti- ıs—of the apparently nice distinctions and balance of orders—before the under- ing can draw definitely and with precision the line between the powers that ielded conjointly by the President and one or both branches of the Legislature, ıose that are exercised by the one independently of either of the others. Such the most prominent faults.

other side of the picture is contemplated with more pleasure. The class in aphy answered with singular promptitude and correctness. The solutions upon ackboard, of questions in mental arithmetic, discovered no less readiness and ion.

recitations were, to say the least of them, interesting. The readings were ed and correct. Action we could not expect from little girls of 10, 11, or 12 of age.

proficiency exhibited in natural and mental philosophy and chemistry by the r classes reflects great credit upon the capacity and industry of the students, ll as the highest encomium upon the government of the institution. If at this of the examination we were delighted, when we heard the class in mathe- s we were astonished; and certainly it is a matter of astonishment to witness girls of 12 years of age treat the most abstruse problems of Euclid as mere hings. Nor were they dependent upon the memory alone; and we will give our ıs for so thinking. During one of the solutions upon the blackboard (we for- hich it was) it was suggested that the young lady was in error. "No, ma'am," d the pupil, with great promptitude and self-possession; "I am correct. The of a parallelogram must be equal." The principle is indeed a simple one, but adiness with which it was adduced in argument, and that, too, under embar- g circumstances, was to us the most conclusive evidence of an extraordinary line of mind.

were particularly pleased with the examination of a junior class in natural sophy. The members had been taught by oral instruction exclusively. Their rs were given in familiar language, divested of that technical obscurity which er formed a serious obstacle at the very threshold of science and philosophy. ren learn to advantage only when they understand what they learn. They be taught by what they already know; that is, knowledge must be communi- in language which is already familiar to them. The subject, however, is of ch consequence to be discussed in a necessarily brief notice of an examination. elation to the exercises at the Elizabeth Academy, in common justice we must wledge that it has seldom fallen to our lot to enjoy a more unmingled gratifica- han on this and a similar occasion. The pleasure, however, was not derived ıl, from what we saw and heard. The view was a broader one. We could t reflect upon the vast sway that the female sex hold in society; that they ever and ever will, among civilized beings, extend an almost superhuman influence, ly over the external deportment, but over the fundamental principles that gov- e actions of man. It would be strange indeed if, under such reflections, we be hold with ordinary feelings so numerous a body of this fair intelligence not founding in wisdom and virtue their own happiness, but preparing, under the heering auspices, to wield the destinies of others.

REPORT.—ELIZABETH FEMALE ACADEMY.

[Annual examination.]

The undersigned, having been appointed by the trustees of the institution as a board of visitors to inspect the present annual examination, feel pleasure in declaring it one of the most interesting occasions of the kind they have ever witnessed. The examinations were continued during two days, before a very crowded audience, during which time the young ladies were examined minutely on all the different branches of their studies. The most unqualified praise would be no more than justice for the splendid evidence of their close attention and assiduity, as exhibited on this occasion; and we take pleasure in giving it as our opinion that such honorable proof of female literary and scientific acquirements has seldom been exhibited in this or any other country. And while it proves the order and discipline with which science and literature are pursued by the pupils, it proves no less the flourishing condition and the merited patronage the institution enjoys. Nothing reflects more honor upon the present age than the liberality displayed in the education of females, nor can anything evince more clearly the justness with which female education is appreciated in the South than this exhibition and the interest manifested by the large and respectable audience during the whole of the exercises. The literary and scientific character of the governess, Mrs. Thayer, is too well known to admit of commendation from us, but we may be permitted to say it receives additional luster from this evidence of her successful efforts—

——To rear the tender thought,
To teach the young idea how to shoot,
To pour the fresh instruction on the mind.

The junior classes were examined in the general principles of a common English education, such as reading, writing, arithmetic, English grammar, geography, and history; the senior classes, in mental arithmetic embracing questions which require the compound rules for their solution, in rhetoric, astronomy with the use of the globes, botany, chemistry, mechanical philosophy, and the French language; the monitorial class, in chemistry, mathematics, intellectual philosophy, political economy, and the Constitution of the United States. Several compositions of the monitorial class, in prose and verse, were read, which were alike honorable for the refined sentiments they contained and the elegant style of expression. Among the most interesting exercises were the recitations of the younger pupils in verse, with the most elegant adaptation of manner and gesture to the sentiment. * * *

The exercises were closed with an address to the young ladies by Dr. J. W. Monett.

EDWD. TURNER,
GEO. POTTS,
ROBT. L. WALKER,
JAS. P. TURNER,
A. B. JOHNSON,
HORATIO SMITH,
J. F. H. CLAIBORNE,
J. W. MONETT,
*Committee.*

At this time, as already stated, the connection of Dr. Burruss with the academy had ceased, Rev. Mr. Drake being president and Mrs. Thayer governess. The following report was made by her to the trustees in December, 1829:

ELIZABETH FEMALE ACADEMY.

[Fourth annual report submitted to the board of trustees.]

GENTLEMEN: At the suggestion of a number of your board, the annual report, which it becomes my duty to lay before you at this time, will embrace a succinct

of the progress of the institution over which I have had the honor to preside its commencement to the present date.

e irregularity occasioned by admitting pupils at any time during the session ers it difficult to ascertain the precise number who have resided in the academy e for any given period. The following results have been obtained by estimat- he number at the close of four successive periods of the year, each comprising ve weeks. The average is obtained by adding the several numbers and dividing sum by 4.

e data from which these estimates are made are found in the register, which has accurately kept by the president of the academy, from which it appears that the l opened November 12, 1818, under the superintendence of Mr. C. Stiles, presi- and Mrs. Jane B. Sanderson, governess. The whole number of pupils admitted that date to June 15, 1825, is 161. From this period the operations of the l were suspended until June 1, 1826, when it was reopened under an assistant ier. [The buildings were being repaired.—E. M.] My official relation to the tution commenced at this time, but my arrival was delayed until January 23. this date the number of pupils admitted is 176, making in all 337. The ber of residents in each year is exhibited in the following table:

| Year. | Greatest number residing in the academy edifice at any time. | Least number. | Average number. |
|---|---|---|---|
| ..... | 28 | 20 | 24 |
| ..... | 28 | 17 | 22 |
| ..... | 17 | 13 | 11 |
| ..... | 13 | 10 | 11 |
| ..... | 18 | 12 | 15 |
| ..... | 25 | 18 | 18 |
| ..... | 10 | 9 | ..... |
| ..... | 30 | 20 | 25 |
| ..... | 40 | 25 | 30 |
| ..... | 45 | 30 | 35 |
| ..... | 63 | 42 | 54 |

om this statement it appears that the highest average under my predecessor lice did not equal the lowest for the four years during which I have been red with your confidence. Another pleasing fact connected with this brief itulation of our yearly history is, that during the four years of my residence in cademy edifice only three instances of severe indisposition have occurred, and f these, which terminated fatally, was of a pulmonary character, and by no s dependent on climate or situation. This single instance of mortality is the one which has taken place at the academy during the ten years that it has been eration. During the academical year commencing September 23, 1828, and end- ugust 22, 1829, not a single instance of indisposition occurred. This simple ment of facts, well known to your board, speaks more decisively than any com- I could make in favor of the healthiness of our location.

e course of education, methods of instruction, and system of discipline pursued e institution are subjects which have been frequently brought before you in rmer communications. A brief recurrence to them will therefore be sufficient r present purpose.

e course of study, as marked out in the second article of your by-laws, is as ws: Penmanship; the English, French, and Latin languages; geography; nt and modern history and belles-lettres; arithmetic, with the elements of matical sciences; astronomy, with the use of the globes; chemistry; natural, l, and intellectual philosophy; Constitution and Government of the United s; the study of the Bible, and evidences of Christianity.

is article of your by-laws was my guide in arranging the plan of study to be ied by my pupils. You had pointed out the subjects which were to engage our

attention, but the order in which the several branches were to be taken up, and the limits of those of which only a partial knowledge can be obtained in the short period usually allowed for female education, were left solely to my own discretion. My first object, in assigning the studies of the respective classes, was so to limit my requisitions that the time and means might bear proportion to the end.

In accordance with this principle, I have not made the study of the French or Latin languages imperative, and I have limited our course in mathematics to those elementary principles of the science which seem to me absolutely essential to a thorough acquaintance with geometry and astronomy. Our senior pupils study four books of Euclid, plain trigonometry with its application to mensuration, and enough of algebra to be able to apply its principles to practical geometry.

In intellectual and moral philosophy, we read Beattie's Moral Science and a part of Paley's Philosophy, and a few have extended this branch of study to Brown's Philosophy. By your regulations, I am required to teach the principles of the Government of the United States. On the subject I have found no book suitable to place in the hands of young ladies. This deficiency has been supplied, to the best of my ability, by familiar lectures, in which I have made "the Federalist" my text book of politics.

Arithmetic, geography, and English grammar are pursued to a greater or less extent, by every young lady who enters our institution. In arithmetic, we begin with Colburn's Introduction. The system, of which this work gives the elementary principles, is founded on the maxim that children should be instructed in every science, just as fast as they are able to understand it. In conformity to this principle, the first questions in this invaluable little work are extremely simple, and the pupil is led progressively and by a process so easy and gradual, to the more complex and difficult combinations of numbers, that he finds himself familiar with the subject and enjoys a satisfaction in his study which he could never realize in performing the mechanical operation of cyphering by artificial rules.

But we do not confine ourselves to intellectual arithmetic. So soon as some facility in mental calculation is attained, our pupils commence a regular course of instructions on the rules and principles, in which the blackboard is used, that they may learn to arrange their work with the greatest economy of space.

Geography and drawing are commenced simultaneously, and our first lessons in the latter consist in drawing the maps of the countries which form the lesson in the former. In a former report I have briefly sketched a method of teaching geography, with the aid of maps, by oral instruction alone. Since the date of that communication I have fortunately obtained Mrs. Willard's "Geography for Beginners," a work which contains the same illustrations which I have been in the habit of using with my junior pupils. It is no slight recommendation of this plan that two persons, having no communication but each endeavoring to apply the principles of sound philosophy to the business of teaching, should have been led to adopt precisely the same methods.

Our first exercise in geography consists in drawing, as well as we are able, a map of the academy grounds. We next draw the little village, in the suburbs of which we are located, first laying down a scale of miles and adapting our map to it in size. When this is well understood we proceed to delineate a map of the United States, and repeat the exercise until the whole or any single State may be drawn with accuracy and dispatch, without a copy. In like manner we draw Europe and the remaining divisions of the earth, and in our recitations no map is referred to by the pupil but the one she is able to draw from memory alone.

In chemistry our pupils have enjoyed the benefit of a course of lectures and experiments by Dr. William A. King. The course comprised twenty lectures, which were so perspicuously arranged and amply illustrated that the amount of information gained from them was far greater than my best instructions could have afforded for the same time.

former communication I have suggested the propriety of procuring a small atus to illustrate the leading facts and principles of chemistry and mechanical sophy, and you will not, I trust, deem me too importunate if I reiterate my st that this want may be supplied as speedily as your means will allow. ction in chemistry and philosophy must necessarily be imperfect when unaided periment, and I am encouraged to press this subject upon your attention from ct that an apparatus, suitable for our purposes, may be obtained at a very small se.

the politeness of Dr. King I have been enabled to begin a cabinet of natural y and mineralogy, which already contains many valuable specimens.

our annual examination in August six young ladies, having pursued the full of study, received honorary certificates as graduates. Three of these are members of the academy, and are assiduously engaged in geometry and algebra a general review of their former studies.

regular-session class is divided into three sections. The first section are occu- with the study of Colburn's Algebra, Playfair's Geometry, Mrs. Willard's His- of the United States, Mrs. Bryan's Chemistry and Philosophy, Beattie's Moral e, and a general review of grammar, geography, and arithmetic. The second n study Murray's Grammar, Colburn's Intellectual Arithmetic and Sequel, mith's England, Woodbridge and Willard's Geography, Mrs. Bryan's Philoso- nd Chemistry, and Fowler's Linear Drawing.

third section pursue the same studies, except chemistry.

junior class is also divided into three sections. The first section study Mur- Grammar, Mrs. Willard's Geography, Colburn's Arithmetic, with exercises on ackboard, and first lessons in the history of the United States. The second Colburn's Arithmetic, Mrs. Willard's Geography, American Popular Lessons, eter Parley's Tales about America, and receive oral instruction in the elements glish grammar.

third section is composed of small children who are not yet capable of any- higher than spelling, reading, and exercises in intellectual arithmetic.

will perceive that arithmetic forms a prominent exercise in every section; it fact, the sine qua non of our institution, and I am happy in believing that your agree with me in considering this branch of study as a mental discipline ly important in the education of both sexes.

time has been when the education of females was limited to those branches ch their immediate occupations lie. For those destined by the favor of for- o move in the higher circles, personal accomplishments, music, dancing, and a ed acquaintance with the more showy parts of literature were deemed suffi- while those of humble rank were satisfied if their knowledge embraced those ic occupations in which they were necessarily engaged.

for the present age, and happy, too, for posterity, the public sentiment has gone an important change in favor of female cultivation. Without under- g personal accomplishments, or disregarding domestic duties, we are permitted ire to the cultivation of intellectual beings, and, as was beautifully expressed by Woman who addressed us at the close of our examinations, "The whole map of ledge is spread before the female scholar, and no Gades of the ancients is set [illegible] discovery."

[illegible] spheres, gentlemen, with our work still enlarging before [illegible] course is still onward. To you it must afford pleasure to look back upon the [illegible] encountered, and behold the complete success of your exer- It was [illegible] design to establish a permanent female seminary, where [illegible] please for a day and then cease to be regarded, should [illegible] subordination to substantial knowledge, and under every difficulty the [illegible] by your untiring zeal and perseverance.

[illegible] patronage or endowment and supported by the avails of [illegible] Female Academy has outlived pecuniary embarrass-

ments, extended her boundaries, and enlarged her accommodations, and now promises to be a lasting monument of the generosity of the foundress and a blessing to many who shall resort hither for instruction when we shall be sleeping in our graves.

With high personal regard, I am, gentlemen, your most obedient servant,

C. M. THAYER.

ELIZABETH FEMALE ACADEMY, *December 15, 1829.*

In 1833 Mr. Drake was succeeded by the Rev. J. P. Thomas as president. Mrs. Thayer had left the year before, and had been followed by Mrs. Susan Brewer, with Miss Rowena Crane as assistant. In 1833, also, the teaching of piano music was introduced, and thenceforward was a part of the branches regularly taught.

In 1836, Mr. Thomas and Mrs. Brewer having left, the Rev. Bradford Frazee, of Louisville, Ky., was elected president. He was assisted by a new governess, whose name is now not known, and Mrs. Frazee undertook the departments of art and needlework.

In 1838 or 1839 Mr. Frazee relinquished his presidency, taking a school at Emory, in Holmes County, and in 1839 the presidency of the Elizabeth Academy was conferred on the Rev. R. D. Smith, Miss Lucy A. Stillman being principal governess, and Miss Mary B. Currie music teacher.

In the Mississippi Free Trader of the 10th of March, 1842, appeared the following notice:

ELIZABETH FEMALE ACADEMY.

There is probably no subject dearer to the patriot and Christian philanthropist than that of female education.

According to his view, both national and individual happiness and prosperity are immediately and inseparably connected with the proper intellectual training and moral culture of the female mind.

This conclusion is not the result of a long train of philosophical or logical deductions, but is immediately inferred from the important position that woman holds in the social compact and from the many endearing relations she sustains in life.

I was led into these reflections from witnessing the semiannual examination of the pupils of the Elizabeth Female Academy at Washington, Miss., which took place on Thursday and Friday last.

This examination did equal credit to the zeal and ability of the several teachers and to the industry and mental resources of the pupils. They showed an extensive and accurate knowledge of the most important branches of mental and physical science, as well as great skill and taste in several of the more strictly ornamental branches of education.

A delightful variety was given to the whole examination by the performances of a very fine class in music. I would mention the names of two or three individuals of this class, whose voices and performances called forth the admiration of all who heard them, but for reasons which are obvious I forbear.

This institution is admitted by all who know its history to be more ably conducted by its present talented and highly accomplished principal, Mrs. Campbell, and more deserving of patronage than it has been since the administration of Mrs. Thayer.

At the close of the examination a very appropriate and elegant address was delivered to the young ladies by Rev. D. C. Page, of Natchez.

PHILANTHROPOS.

MARCH 7, 1842.

.t the praises of "Philanthropos" were given to the last leap of an ·ing flame. There is no further history of Elizabeth Academy. r a course of about twenty-five years, most of its original patrons ıg died or removed to other parts of the country, and other female ɔls having been organized at Natchez, Port Gibson, Woodville, ɔther places, the academy was abandoned, and by the terms of the t its property reverted to the heirs of the donor.[1]

### THE HOLLY SPRINGS FEMALE INSTITUTE.

ɔm its earliest day the educational advantages of the city of Holly ıgs were of a high order. This was especially true in regard to ɔls for girls. They extended unusual facilities for learning, under ıuidance of enlightened and experienced teachers. These benefits cted the residence of families of wealth and refinement, who came a distance to secure the education of their children. They brought them a high standard of religious, moral, and intellectual culture, gave a character of unusual elevation to the place. This was so ently the case that in a very short time the population was over ' and its real estate was in demand at high prices.

the month of January, 1836 (the same year in which the Chickasaw ion was organized into counties), a meeting of the citizens of Holly ıgs and its vicinity was held for the purpose of electing trustees he Female Academy of Holly Springs. A. C. McEwen, James r, L. D. Henderson, William C. Edmondson, Calvin Squires, J. ker, John Hardin, and James W. Hill were chosen. At another ing held shortly afterwards Hill was elected president of the board McEwen secretary. At this meeting a Miss Moseley was employed ıch during the first session with the rates of tuition fixed at $8, and $15 for the first, second, and third classes, respectively. The emy was located on lot numbered 271, lying south of and fronting ıe road to Hernando. The building was a modest but comfortable ture of hewn logs, with clapboard roof, overhung by friendly oak

another meeting of the board, held on the 2d of July, C. Kyle, Holland, James Davis, and J. M. Blackwell were added to that , and at an adjourned meeting, held on the 4th, a Mr. Cottrell and ife were elected to take charge of the academy. They agreed to , and fixed on the 1st of January, 1837, for their day of opening, for some reason, not now known, they abandoned the engage- , and opened about that time a female school near Hudsonville e same county. Miss Moseley remained in charge through the 1836.

1837 a Mr. Baker and his wife were installed as principals. During year the school seems to have prospered, and some steps were to provide enlarged and more comfortable accommodations. V. McKindree, Hon. Parry W. Humphreys, and R. H. Patillo

[1] Letters of Rev. J. G. Jones, Prof. J. S. Raymond, and others.

were added to the board, and a committee was appointed to examine sites for the purpose of removing the academy to a better situation.

During this year, also, the town of Holly Springs was incorporated. The owners of the land on which it was located made a donation of 50 acres to the city, and this tract sold for enough money to build an excellent court-house and jail and furnish means toward the enlargement and the great improvement of the academy. The sum of $10,500 was appropriated to the last purpose by the police court, and private subscriptions increased the sum to $14,121.59.

At this time an unsuccessful effort was made to engage a Mr. Holiaster as principal. Deeming it important to have at the head of the institution "a gentleman of literary abilities and one that has practical experience in conducting a female school," the session of 1838 was postponed until the 1st of February, and meanwhile Colonel Henderson was dispatched on the special mission of finding an acceptable man. The result was that Mr. Thomas Johnson was selected.

This was an eventful year for the academy. Notwithstanding the dire financial calamities of the period, there was prosperity through this community. The town increased in population. The frictions and disorders usually incident to new settlements yielded so promptly to the power of a refined and cultured element that they can hardly be said ever to have had a place in the community. The trustees resolved to adjust their plans, not only to the wants of the present but also to the anticipated demands of the future.

In March, 1838, Mr. Hill resigned the presidency of the board and was succeeded by Judge Humphreys. Mr. McKindree became treasurer. It was determined to move the academy to a more desirable site. On the 9th of April Mr. Whitfield (lately elected a member of the board), chairman of a special committee, reported the purchase of a 4-acre lot from one W. S. Randolph. A committee was appointed to make building contracts and superintend the work. It was further resolved to lay the corner stone on the 25th of June with masonic honors, and Holly Springs Lodge, No. 35, was invited to perform the ceremony. This programme was duly carried out, and the academy (which at this time was called the Holly Springs Collegiate Institute) was established on grounds amply capacious and beautifully located amidst residences well improved and even in some instances ambitious in style. Streets were laid off about the premises; grass seed and shade trees planted.

In order to extend more widely the interest in the institution, Samuel McCorkle, J. E. Palmer, T. N. Loving, and a Mr. Cain were added to the board. Dr. William Hankins testified his interest in the enterprise by the gift of an "elegant electrical machine." Two pianos were purchased.

Meanwhile the labors of the faculty progressed. In the year 1838 there were about 80 pupils. The musical department was under the care of Mr. and Mrs. Kenno and was well conducted.

e institution embraced a primary and a collegiate department. In primary department were taught orthography, reading, writing, ish grammar, geography, history, and arithmetic. The collegiate rtment was divided into three classes—junior, intermediate, and r—and the studies were arranged in this order:

*nior class.*—Elocution, English, Latin or some modern language, ral philosophy (including physics, hydrostatics, hydraulics, pneu- es, acoustics), chemistry, history, arithmetic, composition, vocal c.

*termediate class.*—English, rhetoric, Latin or some modern language, iology, outlines of geology, mineralogy, botany, natural history, ora, vocal music.

*nior class.*—English, Latin or some modern language, optics, astron- history, natural theology, mental and moral philosophy, criticism, , geometry, composing themes, music.

e institute was then provided with five teachers in the college, ding the president and the two teachers of music and art. There a sufficient additional force for the primary department. There an elaborate published constitution and laws. The expenses were as follows for the collegiate year:

| | |
|---|---|
| on in the primary department | $30 |
| on in the college | 50 |
| : | |
| iano or guitar | 50 |
| arp | 60 |
| h, Italian, or German | 35 |
| ing or painting | 30 |

salaries were paid by the trustees, but the principal and the ers depended wholly on earnings.

the Republican of January 12, 1839, President Johnson published en letter to the people urging the claims of the institute. It con- a good presentation of the advantages of a high education, a fine tence on the desirability of a home education rather than a foreign and it has this passage of interest:

ly Springs four years ago was a cotton plantation; now we number a popula- 2,[illegible]. Marshall County at the same time was little better than a wilderness, one of the most populous counties in the State. Our population consists not of turers who come to the South for the purpose of regaining a lost fortune, but stantial men, who brought their fortunes and, better still, their intelligence with them, who believed they could enjoy in a substantial degree the tages of cultivating the great staple commodity of the South and at the time breathe a pure, healthful, invigorating atmosphere, and they were not [illegible]

people of Holly Springs have given such evidence of their convictions on the of education that we think the public may rely upon their establishing of such a caste as to meet their views, however elevated. They have raised [illegible] to erect and endow a college for young gentlemen, and have commenced improvements upon a liberal scale for its accommodations, part which is already prepared; the balance is in progress. This college is now far- with [illegible] that would do honor to any school.

They have appropriated $15,000 to erecting and endowing a high order of female school, the principal edifice of which is now in progress and will be finished early next spring. This is a fine edifice of the Tuscan order, 64 feet front, two tall stories upon a basement, with a wing extending back 60 feet. When completed it will be one of the best buildings for the purpose in the Southwest, sufficiently large to accommodate the teacher's family, 140 pupils; board, 60. The schoolroom is well ventilated; the dormitories warm, comfortable, and well aired; the playgrounds are extensive and so retired that, when properly inclosed, they will be free from observation and intrusion. These will be handsomely laid out in promenades, decorated with native trees.

Our object is to impart a sound, substantial, liberal education, not masculine, but approximating as near to it as the peculiarities of the female intellect will permit.

In May, 1839, a matter of no great consequence in itself led to the severance of Mr. Johnson's connection with the institution.[1] He was succeeded by the Rev. C. Parish, A. M.

The new principal had been engaged in teaching at Holly Springs since the first Monday of January, 1838. He was one of the two teachers in the academic department of the Holly Springs Literary Institute, the germ of the University of Holly Springs. At the time of his election to the presidency of the Female Institute he was professor of ancient languages in that university.

In this year, 1839, the institute was granted a charter by the State legislature.

The faculty was at this time composed as follows: Rev. C. Parish, A. M., president and professor of natural science, mathematics, languages, and belles-lettres; Miss Ruth Beach, assistant teacher; Rufus Beach, esq., and daughter, Eliza, teachers of music; Mrs. E. Langley, teacher in the ornamental branches.

The first session, under the reorganization, began on the first Monday in January, 1840. The students registered were 80 in number, and the year's work satisfactory to the patrons.

In the summer of 1841 an opposition school appeared. The Rev. C. A. Foster, an Episcopalian clergyman, published, in the Holly Springs Gazette, a card proposing to open a high school for young ladies under the name of The Holly Springs Female Institute. This card excited the ire of the Rev. Mr. Parish. He addressed a series of open letters to the papers on the subject. Of course he could not challenge the right of Mr. Foster to open a rival school; but he made very severe criticism on the name selected for that school. "The Holly Springs Female Institute" was a style that belonged to the school under the writer's charge, etc.

Mr. Foster's reply was that the Parish school was named by its charter, and that its name was properly the Holly Springs Female Academy; to which Mr. Parish rejoined that the charter name was a blunder of the legislature, and that "institute" was the true term, on which he insisted. Each man stood on his own judgment, and for a

[1] The Republican, June 1, 1839.

e there were two schools in Holly Springs called the Holly Springs ale Institute; and the geographical discrimination of the eastern the western parts of the town becomes prominent.

r. Foster won the battle. Exactly how is not now known; but in uary, 1842, Mr. Parish resigned and Mr. Foster was elected to suc- him. Mr. Parish's resignation was received with regret; and the d passed very complimentary resolutions on that occasion. During residency several young ladies were graduated with the degree of '. L., presumably meaning mistress of polite literature.

r. Foster took a lease of the institute for five and a half years.

e new faculty consisted of Rev. C. A. Foster, rector and principal; A. P. Merrill, associate principal; Mrs. A. P. Merrill, preceptress; Martha W. Fraser, assistant tutoress; J. F. Goneke, esq., pro- r of music; Miss M. Goneke, teacher on pianoforte; Mrs. Sarah hompson, matron. A fine cabinet of minerals had been provided, a good philosophical apparatus. Part of the institute grounds laid off for a botanical garden. A library was also provided. Mr. er's administration was for a time remarkably successful. The dance of pupils for 1842 was about 100; that for 1843, 120; and for 1844, 150. In 1843 Professor Goneke and his daughter were , and their places were supplied by a Mr. Morse (late of Jackson) a Miss Covington.

the Thursday, Friday, and Saturday of the last week in Decem- 1844, there was a public examination, of which a full account ains. The pupils gave numerous experiments and illustrations in tical chemistry; they conversed publicly in French, and read com- tions in that tongue; they were quizzed in mental philosophy, in netry, and in geology; they gave a public concert, etc.; they are to have acquitted themselves with great credit.

the spring of the year 1845 President Foster resigned. His suc- r was promptly summoned. It was the Rev. James Weatherby, l then principal of the Oxford Female Academy. Under his charge institute was successfully conducted from the first. The registra- of the year 1845–46 was 120 pupils, and the wishes of its patrons in all respects fully met.[1]

e sessions of 1846–47 were also prosperous. At this time among faculty were Monsieur Valette, professor of French; George M. lean, M. D., professor of chemistry; and Dierck Breuer, professor usic.

th the opening of the fall term, 1848, the Rev. G. W. Sill, who yed a high reputation, became principal. He remained through a d of eight years. He was followed by the Rev. N. Chevalier, se connection with the institute was for only two years. His suc- or, in turn, was J. H. Hackleton, who held the office of president l the civil war swept the institution away. It is but too well

Holly Springs Gazette, June 27, 1846.
Ibid., January 5, 1847.

known that the institute perished during the war at the hands of an incendiary.

From the inauguration of the Rev. Mr. Sill onward the institute was at its best. It had tided over the financial breakers of the period from 1837 to 1840. The purposes of the trustees were crowned by the completion of the buildings and the crowding of its halls by bright girls from all the country round about. Its board of control counted amongst its members some of the most intelligent and influential gentlemen of the State: Judge Parry W. Humphreys, Judge Chalmers, Judge J. W. C. Watson, Hon. J. W. Clapp, A. J. McConnico, and others.

It should be remarked, in conclusion, that James W. Hill was president of the board from its organization until the end, except during a short period when that duty was discharged by Judge Humphreys, James Davis, and E. H. Whitfield, successively. Mr. Hill lived in the vicinity of the town; was an energetic and successful planter; took much interest in public affairs, and held those of the institute as dear to himself as his own. So, also, A. C. McEwen was the secretary throughout, except for a short time when James Elder held the office. McEwen was a staunch friend of the institute and had more to do with its finances than any other man. He was a person of very positive character, with sound sense, high qualifications for business, and strict integrity.[1]

The institute was destroyed by the war, but its work remained. It contributed largely to the development of the high order of culture in the community, and consequently to the production of yet other fine schools, its natural and direct successors.

### THE COLLEGE AND ACADEMY AT SHARON.

This institution, located at Sharon, in Madison County, was founded by B. W. Minter, J. W. P. McGimsey, E. F. Divine, Kinsman Divine, William Joiner, and James M. Baker, with perhaps others. The scheme at the first was that of a school under the auspices of the religious denominations of the vicinity—a union school; and the Methodist, Baptist, and Presbyterian churches all took part and had representation in both the trustees and the faculty. Many intelligent persons of the community thought that in this very fact lay the germ of future dissensions and possible disruption.[2]

The institution was incorporated in 1837. Its plan of organization embraced a college for males and an academy for females, with a preparatory school. The first seems to have been called distinctly the Sharon College and the second the Sharon Female Academy. There were distinct establishments and faculties under one president.

By the same legislature which granted the college charter the town of Sharon was incorporated; and, with special reference to these institutions, the mayor and council being authorized to pass all such by-laws

[1] The Independent South, February 20 and March 6, 1873.

[2] House Journal, 1840, p. 321; Mississippi Creole, February 28, 1842.

ıight be necessary to promote education and learning and to pre-
retailing liquors, gaming, and the wearing of weapons.

ıe Female Academy was the first in the field for work. Their
ıuncement was made in April, 1837. The trustees had secured the
ices of Misses J. H. and H. W. Copes, of Maryland, and flattered
ıselves that the qualifications of those teachers and their experience
ıe instruction of young ladies, together with the healthful and
sant location of the institution, would offer the strongest induce-
ts to parents desirous of procuring for their daughters a solid and
mental education. The course of instruction was arranged into
e classes. The preparatory class took orthography, reading, pen-
ship, arithmetic, English grammar, and geography, with the use of
es. The junior class took astronomy, natural philosophy, moral
mental philosophy, history, chemistry, rhetoric, logic, and political
omy. The senior class continued the studies of the junior, with
addition of drawing, oriental, mezzotinto and velvet painting,
mental needlework, and music.

ı the 1st of October, 1838, Sharon College was also opened. The
aratory department had been in operation since the first of the
with about 40 pupils. The course of studies in the college was
gned to be equal to that in any other college in the United States.
ve gentlemen from different States in the Union, all of whom were
ıd been professors in other institutions, were elected to the facul-
Four of them were clergymen, one Methodist, one Baptist, one
byterian, and one Cumberland Presbyterian. This distribution
from a policy adopted in the by-laws, designed, on the one hand,
ıve the institution from any exclusive sectarian influence, and, on
other, to secure it against irreligion. So far as religious men were
ed to fill chairs at Sharon, they were purposely taken from the
numerous sects in the State, so that there should be at no one
more than one permanent professor of one denomination. Yet
of the professors was not a member of any church, a want of
ious profession not being a barrier, provided there was good
larship and good morals. The by-laws forbade professors to employ
influence whatever, direct or indirect, to proselyte students. The
ltıes were arranged as follows:

v. Alexander Campbell, a Presbyterian minister, was president of
institutions. He is described as a disciplinarian perhaps unsur-
ed, which, blended with his great urbanity of manners, rendered
very efficient in advancing the interests of the institution and of
outh placed under his charge. His salary was fixed at $2,500 per
m. He was brother-in-law to the Misses Copes, who first conducted
female academy.

the college Rev. Richard Beard was professor of ancient lan-
ges; William L. Williford, professor of mathematics and natural
osophy, and John F. Little, teacher of the preparatory school.

In the female academy Rev. H. W. Smith was principal; Dr. C. S. Brown, assistant teacher; Mrs. H. W. Smith, instructress in French, Italian, and the ornamental branches; Miss Stratton, assistant; Mr. C. Brachus, teacher of music.

The property consisted of two lots, on one of which the college building stood and on the other the academy. There were some outstanding credits for lots sold and about $20,000 due on subscriptions. There was no library and no apparatus.

The attendance of pupils in the college (including preparatory department) for 1839 was 100.[1]

In the year 1841 Dr. Campbell relinquished his connection with this institution, accepting the presidency of Mississippi College, and Sharon seems to have been placed under the charge of Professor Beard.

In January and February, 1842, the Rev. Bradford Frazee published in the Mississippi Creole, of Canton, a long letter, in which he charged substantially, among other things, that the college was deceiving its patrons in giving but a preparatory course under the name and for the pay of a collegiate one. This charge drew forth an elaborate response from Professor Beard, which is given, not for the controversy, but for the exhibit made in it of the class work of the college:

SHARON COLLEGE, *March 8, 1842.*

*To the public:*

From an article which appeared in the Mississippi Creole of last week in relation to this institution, I feel compelled to make the following statements with regard to the course and manner of instruction here:

First, the course: When I commenced my labors in the department of ancient languages, the Rev. Mr. Campbell, then president of the institution, and myself agreed to recommend to the trustees that the following books should constitute the literary course:

*Preparatory.*—Latin grammar, Liber Primus, Viri Romæ, Cæsar, Ovid, Virgil, Sallust.

*Freshman year.*—Horace, Juvenal, Cicero de Oratore, Cicero's Orations, Livy, Tacitus.

*Sophomore year.*—Greek grammar, Greek reader, Greek Testament, Græca Minora, Græca Majora (first volume).

*Junior year.*—Græca Majora (second volume), Homer's Iliad. With these were to be connected Mair's Introduction to Latin Syntax; geography, ancient and modern, with the use of the globe; Roman and Grecian antiquities.

It was agreed that the following branches, and in the following order, should constitute the mathematical and scientific course:

Euclid's elements, algebra, conic sections, calculus, natural philosophy, astronomy, chemistry, botany, belles-lettres, political, mental, and moral philosophy. This course was approved by the trustees. It will be seen that we placed literature before mathematics, mathematics before physics, and these before the elegant, political, mental, and moral sciences. For this arrangement we have the highest authority now in the literary and scientific world. Furthermore, we have the order of nature; we follow the obvious developments of the human mind. It was understood that other professors, should they come in, would have the privilege of revisions and changes in their several departments, if changes were found necessary.

[1] Campbell's letter to Governor McNutt, House Journal, 1840, p. 321.

lassical course was supposed to be established. It was not, however, expected
each of the specified authors would be read throughout, but a sufficiency to
int the student thoroughly with all peculiarities of syntax, style, and manner.
of the more difficult authors were to be read throughout. The public will
see what we wished to do.

w for what we have done: Juvenal and Cicero de Oratore have never been used,
se we have not been able to procure them. Græca Minora has been dropped
Veilson's Greek Exercises adopted in its stead. Viri Romæ has been changed
e Latin reader. Every man of experience will acknowledge that the literary
e is no contemptible affair. It is equal to any in the South or West, if not to
the United States. Soon after we commenced our operations, the freshman
which was our highest class, requested permission to unite the study of Greek
the study of Latin. I agreed that they might read Latin three days in the
and Greek two. It will be seen that this arrangement was equivalent to two
tions a day, one in Latin and one in Greek. The same amount per week was
plished in each language which would have been if the class had divided the
etween them instead of the week. For the plan I am responsible. My object
o make the course of instruction more thorough. In process of time mathe-
s were brought down into the sophomore year, and combined with Latin and
. Mathematics, when commenced, were recited every day. The recitations
then equivalent to three recitations a day. I will now make a statement of
rder and plan of studies pursued by the sophomore and junior classes of last
as a more practical illustration of our system: The sophomore class in the early
of the year recited on Monday from Woodbridge and Willard's geography with
lobe; on Tuesday and Wednesday in Latin; Thursday and Friday in Greek.
geography was completed, the recitation for Monday was from the Greek Tes-
nt, and subsequently from Blair's Rhetoric. The other days were still divided
en Latin and Greek. The recitations in all were equivalent to three a day.
Latin authors were Livy, Cicero, and Tacitus; the Greek, Xenophon, Herod-
Thucydides, Isocrates, Demosthenes. At the beginning of the second session
d was commenced and recited every day. The recitations were then equivalent
r a day.

junior class at the beginning of the year recited on Monday and Tuesday from
's Rhetoric, receiving lectures in the evening. This was succeeded by natural
sophy, and then by chemistry, both attended with lectures. On Wednesday,
sday, and Friday the recitations were in Greek. The authors were Plato, Aris-
and Homer. About the middle of the first session Greek was temporarily laid
and French was substituted. All the while there were daily recitations in
ematics. After the class had rendered as much attention to French as was
ght necessary, it was agreed to defer the balance of the Greek course to the
nt year and for the time to substitute moral philosophy and logic. Toward the
part of the year an additional lesson was required in astronomy. Weekly
ositions were required of both classes; also weekly exercises in declamation or
e before the instructor. At the close of the year the junior class had completed
modern and ancient geography, Grecian antiquities, rhetoric, natural philoso-
chemistry, moral philosophy, logic, geometry, algebra, and the principal por-
trigonometry, and could read French with some fluency. The balance of the
course could have been read in two months, and was deferred by common con-
to the present year. I am thus particular that the public may know that we are
king our patrons out of their money by charging them for "collegiate instruc-
and not giving it. We despise the slander. Our friends may find fault with
ality of our labor, but they can not, in justice, with the quantity. Of the
ty I shall say nothing; there are other tribunals. But of the amount I may
. The truth is, we have labored like galley slaves for two years past to
up this institution. We have done so because we thought it might be a blessing

to this community. The results of our labors have been before the public. To them we confidently appeal whether the course of instruction in Sharon College has been a system of knavery or not. Our examinations and exhibitions have not been held in a corner. Our fellow-citizens have seen and heard, and they shall decide.

RICHARD BEARD.

In the early part of the year 1843 the female academy was placed in the hands of the Mississippi conference of the Methodist Church. It was reorganized, and entered on a new era of prosperity, under the new name of the Sharon Female College.

No further account of the "Sharon College" (the boys' school) is found; and it would seem that since the Methodists were then building up Centenary College at Brandon Springs, not more than 20 miles away, the male branch was discontinued.

The following extracts from an advertisement of date September 6, 1843, will show further the history of the female college:

SHARON FEMALE COLLEGE, MADISON COUNTY, MISS.

This institution, under the patronage of the Mississippi Annual Conference, will commence its regular session on the first Monday of October.

*Board of instruction.*—Rev. E. S. Robinson, A. M., principal and teacher of ancient languages, mathematics, and natural sciences. C. W. F. Muller, esq., (a native of France, and a gentleman of thorough education), professor of music and modern languages. Mrs. J. A. Robinson, chief governess and teacher of botany, history, and ornamental needlework; ————, second governess, and teacher of drawing, painting, and vocal music. A preceptress of the preparatory department will be selected by the 1st of October. * * *

*Course of study—Preparatory department.*—Orthography, reading, writing, English grammar, geography, arithmetic, mythology, progressive exercises in composition, Bible and its natural history, Latin and Greek grammars, Latin tutors and readers, and vocal music.

*Course of study—Collegiate department.*—Ancient and modern languages, algebra, geometry, trigonometry, mensuration, syntax and English composition, analysis, rhetoric, natural philosophy, chemistry, geology, mineralogy, botany, astronomy, logic, elements of criticism, ancient and modern history, ancient geography, philosophy of natural history, physiology, mental and moral sciences, introduction to study of Bible, evidences of Christianity, daily use of sacred Scriptures, music, drawing, painting; wax, coral, and ornamental needlework. * * *

The last examination closed the first semiannual session of its existence under the patronage of the Mississippi Annual Conference. Its success has equaled the highest expectation of its trustees and patrons, having closed with more than 80 students, and the prospect of large accessions at the opening of the next session. * * *

J. P. THOMAS,
*President Board of Trustees.*

SHARON, *September 6, 1843.*

In 1844, the faculty had been increased by the addition of Col. G. D. Mitchell, a distinguished educator from Tennessee, lately principal of the academy at Grenada, as principal of the preparatory department; Miss Almeda Mitchell, second governess and assistant in the preparatory department, and Miss Martha E. Mitchell, teacher of drawing and of painting.

The college was ably and satisfactorily conducted by President Robinson, and steadily increased its patronage. In the year 1845, however, he resigned, and moved with his family to Jasper County. He was succeeded in the same year by the Rev. Pleasant J. Eckles. This gentleman, aided by his accomplished wife, who had rare ability as a teacher, added much to the reputation of the college, already popular as it was. After remaining several years, he resigned in 1854, and was followed by the Rev. J. W. Shelton. This gentleman, however, retained the presidency but a short time. He resigned and returned to the State of Tennessee, whence he had come; and there, after a few years, he died, universally regretted.

His successor at the college was the Rev. Mr. Guard, who, with a competent corps of teachers, had charge of the institution until the year 1861. He was then followed by the Rev. William L. C. Hunnicutt (now president of Centenary College). President Hunnicutt, however, soon enlisted as a chaplain in the Confederate army. He was followed at the college by Rev. Samuel D. Aikin. This gentleman remained several years and did good service.

In the year 1867, President Aikin resigned, and moved with his family to Texas. Mr. Hunnicutt was then reelected to succeed him.

In the year 1868, the college suffered a great misfortune in the burning of its boarding house. From this calamity it never recovered, and the loss led eventually to the closing of the school.

In October, 1869, President Hunnicutt was succeeded by the Rev. Josiah M. Pugh, formerly of Madison College. President Pugh, in turn, resigned in July, 1870, because of ill health, and Mr. Hunnicutt was elected president for the third time. Again, in 1871, Mr. Hunnicutt was succeeded by Mr. Pugh. In 1872, and under President Pugh, the last graduating class of Sharon Female College received their degrees. They were three in number, Mattie E. Holliday, Mary J. O'Leary, and Emma M. Wiggins. The last named was the valedictorian; and the commencement of that year was said to be the most brilliant in the history of the institution. But it was the last.

In July, President Pugh resigned, to accept the presidency of Marvin College, in Texas. He was followed, for a few months, by the Rev. Mr. Moss, from Alabama; and this gentleman was the last principal of the college. The suspension and close of the college was owing to conditions which raise no imputation of blame to anyone. The destruction of property and of values by the civil war, the loss of the boarding house, as related, many removals from a population already sparse and impoverished, the remoteness from railroads—all were contributing causes.

There are many cultured and lovely women in Mississippi and the adjacent States who look back with pride to Sharon College and bless the teachers who fitted them by faithful instruction and godly admonition for positions of usefulness and of happiness as well.

## THE COLLEGE IN JACKSON, THE BRANDON COLLEGE, AND MADISON COLLEGE.

When Dr. Thomas C. Thornton resigned the presidency of Centenary College, in the year 1844,[1] he did not abandon his labors in educational fields. On the contrary, he immediately set about the organization of a college in the city of Jackson, of higher grade than any the State had as yet seen. He took the work in history, political economy, intellectual and moral philosophy, and associated with himself five other gentlemen, all men of experience and of more or less reputation in educational circles. The Rev. Norman W. Camp, A. M., was given the chair of classics and rhetoric; Prof. J. M. Pugh (afterwards principal of Sharon Female College and of Madison College), that of mathematics and civil engineering; M. Louis Julienne, a native of France (and for many years after a well-known citizen of Jackson), instructor in French; Dr. James B. C. Thornton, his own brother (and for whom further see the chapter on Centenary College), the chair of natural sciences and also that of medicine; and Hon. Daniel Mayes, formerly professor of law in the Transylvania University, at Lexington, Ky., the chair of law.

The college opened on the 15th of January, 1845, for the reception of pupils. The following statement from the Mississippian of date August 13, 1845, will explain its location and the plan. The Eagle Hotel referred to was a large frame building on the site now occupied by the residence of Joseph A. Brown, esq., just north of the capitol grounds.

COLLEGE IN JACKSON, MISS.

This institution, now in successful operation in this city, opened for the reception of students, in that commodious building known as the Eagle Hotel, on the 15th of January last, and in connection with it a preparatory school in which those who desire it may have their sons and wards qualified for the common business of life, or prepared to enter college. * * *

To meet the wishes of those who send their sons and wards to the preparatory school in this institution, and to have them well prepared to enter college, that department is under the immediate care and instruction of the president and Professors Camp and Pugh, aided by competent assistants, and they are determined to have the boys in this school so taught that they shall spell, write, and read well. The course of study for the college classes adopted by us, being virtually that of the first colleges of our country, will be the standard for the examinations of college students, and we hope to give satisfaction to those who commit their sons to our instruction, by having them not only well drilled in elementary principles but taught in their course of mathematics especially, with the use of the instruments, surveying, heights, distances, and civil engineering.

For the information of persons at a distance, we subjoin the following respecting the principles on which this school is founded and the manner in which it is to be conducted:

First. That it is not to be under the government of any particular sect or denomination.

Second. That the governor and chief officers of the State, the mayor and aldermen of the city of Jackson are its acknowledged superintendents, visitors, and patrons.

Third. That the students attend with the professors at public prayers at some convenient time each day, and divine worship on Sunday, at such church as their parents or guardians direct.

[1] See Chapter VIII.

ırth. The discipline of the school shall be as nearly parental as possible, and be ıistered on this principle.

th. Every student is expected to be at his studies or our recitation rooms from ɔck each day, Saturday and Sunday excepted, to 12 o'clock in the morning, and 2 to 5 in the afternoon during the winter. In summer, from 8 o'clock to 12 in ıorning, and 2 to 5 in the afternoon. During these hours the students will be · our immediate and special oversight and instruction, at other hours only · our general supervision as friends and protectors, being left as much as possi- › the care of those with whom they board, the force of moral suasion, and the ıce and power of public opinion.

th. The students will regularly declaim in public, and thus be trained for public ing.

enth. We can have nothing to do with the financial concerns of the students, t to receive the tuition fees. The merchants or persons with whom they board ɔt as patrons for them, or as agents in this matter for parents; their books, board- ınd clothing can all be had at reasonable prices in Jackson, and parents or lians must make their arrangements with others, as the professors can not take me to provide these, nor have any responsibility respecting the expenses of any ı.

hth. The year is divided into three sessions. The first from the second Monday ıuary to the 15th of April. The second from the 15th of April to the 15th of when there will be a vacation of two months. The third from the 15th of Sep- r to the 20th of December—a few days' vacation at Christmas—the second ıesday in January being commencement day.

ry student is liable for tuition fees from the day of admission to the termina- of the session. The tuition fees in the literary departments must be paid in ıce for each session—that is, one-third of the whole amount for the year at a

th. Good board can be obtained in many private families in Jackson at from › $12.50 per month.

ıth. A young man may enter as an irregular student provided he shall pay the amount of tuition fees as those on a regular course.

venth. No student who regularly absents himself from recitations or avoids ınual examinations can retain his standing with us. His recitations and prog- n study will be recorded and a transcript thereof be sent when deemed proper parent or guardian.

elıth. Those who learn the modern languages must exhibit the written permis- of their parents or guardians, and must pay an extra charge of $8 per session, s a recreation and relief from the dullness of study a student will be allowed to ınıs, provided his parent or guardian shall order it, and is willing to pay an charge for the same, and provided, also, that it does not interfere with his reg- [illegible]

TERMS OF TUITION.

[illegible] orthography, reading, writing, arithmetic, and English grammar, in the junior [illegible] of the preparatory school, $8.33 per session or $25 per annum.

[illegible] geometry and algebra in the senior division thereof, $11.66 per session [illegible]

[illegible] or in the college classes, $15, or $45 per annum.

[illegible] are extra charges.

[illegible] professional classes is $75 for the year, to be paid in advance.

[illegible] must be paid by each student when he enters the insti-

T. C. THORNTON.
N. W. CAMP.
DAN. MAYES.
JAS. B. C. THORNTON.
J. M. PUGH.

The following editorial from the Mississippian of the 6th of August casts some light on this undertaking:

COLLEGE IN JACKSON.

We shall publish in our next the advertisement of this institution. Two sessions of the present collegiate year have expired, and the third commences next month.

From what we learn there is a fair prospect for a fine school. Of this, indeed, there could be no doubt. The uniform genteel deportment of the students, their regular and studious habits, the constant good feeling which has existed between them and the citizens of Jackson, and the reciprocal regret at parting—even during the vacation—all bespeak for the college an increasing patronage. An institution of learning of this grade at the capital of our State must succeed if our citizens will take hold of it and exert themselves as they ought. The school, recitation, and lecture rooms must not be a charge on the professors or students. This, in either case, would materially injure if not break down the school. Until houses are erected for a college and preparatory school, we ought to see that the rents are not a charge on the president and professors. For years Jackson has been as it now is—one of the healthiest cities in the South or Southwest. In proof of this, extensive improvements are going on in almost every part of the city; houses of every description rent well; and among the numerous students here during the two past sessions there has hardly been a case of indisposition, much less of serious illness.

Almost the whole city united in giving the students a party at the Mansion House on the evening previous to their departure. Such an array of youth and beauty we have seldom seen. Success to the college in Jackson. We have not been, nor do we intend to be, wanting in the performance of our part. Every man in Hinds County ought to take an interest in it. The whole State is interested in its success—the cause of education is the cause of our country.

Attached to the college is a very respectable law class under the instruction of that distinguished jurist and professor, Hon. D. Mayes, and also a class engaged in the study of medicine, with Dr. James B. C. Thornton, the professor of natural sciences.

In 1846 this institution was incorporated by the legislature under the general designation of "The College in Jackson." Dr. Thornton's hope was to get the college taken under the patronage of the city and the State, to be subsidized by them, but neither plan succeeded.

The very second year revealed the result of the failure. The announcement showed a discontinuance of both the professional schools; and in the literary and classical department only three instructors, viz, T. C. Thornton, J. M. Pugh, and G. D. Mitchell. In fact, matters were even worse, for Colonel Mitchell resigned his connection with the college before any actual service in it, and formed a partnership with a Mrs. Judd to conduct a female academy.

After a career of only two years the college was abandoned.[1] Yet the college was not wholly without fruit. At the commencement of 1845 the following young gentlemen (some of whom had studied at Centenary College) received degrees: Asa Brundage, Russell W. Howard, Edward H. Hoard, and Nathaniel S. Lane.

THE BRANDON COLLEGE.

Disappointed in his "College in Jackson," Dr. Thornton still persevered. In the year 1847, accompanied by Professor Pugh, he went to

[1] MSS. of Hon. A. R. Green and Rev. J. M. Pugh.

don, and there took charge of the Male and Female Academy. e were two commodious two-story buildings—one for each sex— ed in the year 1838, and having four and six fireplaces, respec- .

e doctor immediately raised the curriculum to the received colle- standard. A charter was obtained in 1849, under the general te, by the name of Brandon College.

this institution, during his presidency, were graduated Pinckney iley, George P. Finlay, Luke W. Finlay, A. J. Ferguson, Jack D. Benjamin D. Estes, and Theodore C. Chapman. There was also iated, with the degree of Mistress of Arts, Miss Veturia J. Finlay, completed the entire course prescribed for young men, and was ably the first young lady in this State to graduate on that plan.

the year 1851 the Brandon College lost the services and influence . Thornton under circumstances explained under the title Madison ge, and was converted into a flourishing school of lower grade.

## MADISON COLLEGE.

the year 1850 Dr. Thomas C. Thornton, then president of Brandon ge, delivered an address at the Sharon Female College. The peo- ere so much pleased that certain gentlemen waited on him for the ose of securing his services in a college for young men, to be estab- l in Sharon. Mr. James S. Pritchard visited him in Brandon, after their consultation President Thornton and Professor Pugh mined to "transfer the charter of Brandon College to Sharon, change the name to Madison College," upon condition that suitable ings should be erected. To this Mr. Pritchard consented on behalf e people of Sharon; or, perhaps more precisely, on behalf of him- William A. Baldwin, Owen W. Baldwin, and perhaps others.

us Madison College was organized, the first session beginning in ber, 1851. The institution had no endowment. Pursuant to the ment with Dr. Thornton, the trustees provided at the first, and at ost of about $1,200, for the college a building formerly used as a , but afterwards a brick building was erected at a cost of $5,000, the old hotel building sold. In the year 1855 a charter was ned from the legislature, with liberal provisions as to powers. of its provisions was to the effect that the buildings were to remain er the property of the State for educational purposes.

e faculty was at first composed of only Dr. Thornton and Professor , but shortly afterwards it was enlarged, and was composed as s:

. Thornton, president, and professor of moral and intellectual ce and sacred literature.

. J. M. Pugh, vice president, and professor of mathematics, nat- philosophy, and astronomy.

W. Pierce, A. M., professor of English literature and assistant pro- r of moral and intellectual science.

**W. L. C. Hunnicutt, A. M., professor of ancient languages.**
**J. C. Pitchford, A. M., principal of the preparatory department.**
**William H. Hartwell, professor of music.**

PREPARATORY DEPARTMENT.

There were two departments, collegiate and preparatory. In the latter, the course of study for the first division embraced orthography, reading and writing, first lessons in arithmetic (Schell), geography (Olney), United States history (Goodrich), mental arithmetic (Enos), English grammar and exercises (Murray), and declamation; while that of the second division embraced Latin grammar (Ruddiman), historia sacra, Cæsar's Commentaries (four books; Andrews's edition), Virgil's Bucolics (Cooper or Delphini), Latin exercises (Mair), Greek grammar (Fisk), Græca Minora, Greek exercises (Fisk), analysis of English language (Towns), ancient mythology (Dillaway), ancient and modern history (Goodrich), arithmetic (high school; Dodd); algebra (through simple equations; Dodd), Sallust (Butler and Sturges), composition and declamation.

COLLEGIATE DEPARTMENT.

Freshman class: Virgil's Æneid (six books; Cooper or Delphini), Cicero's Orations (Johnson), Latin grammar (Ruddiman; reviewed), Latin exercises (Mair; continued), Excerpta Historica (Herodotus, Thucydides, and Xenophon's Cyropedia and Anabasis; Græca Majora), Greek Testament (Gospels), Greek grammar (reviewed; Fisk), Greek exercises (continued; Fisk), classical antiquities (Bojesin), arithmetic (reviewed; Dodd), algebra (continued; Dodd), plane geometry (Dodd), (mensuration of planes, solid geometry (Dodd), mensuration of solids (Dodd), maxima and minima of geometry (Dodd), ancient geography (Mitchell), ancient and modern history (2 volumes; Tytler), English grammer and exercises (Murray), philosophy of natural history (Smellie), composition and rhetoric (Quackenbos), declamation.

Sophomore class: Horace's Odes and Epodes (Lincoln), Livy (Lincoln), Virgil's Georgics (Cooper or Delphini), Latin and Greek exercises (continued; Fisk), Excerpta Rhetorica (Lysias, Isocrates, and Demosthenes; Græca Majora), Philosophica et Critica (Xenophon, Plato, Aristotle, and Longinus; Græca Majora), Greek Testament (Acts), algebra (finished; Dodd), plane trigonometry (Dodd), surveying (theoretical and practical; Dodd), application of algebra to geometry, navigation (Dodd), spherical trigonometry (Dodd), rhetoric (Boyd), zoölogy (Reese), anatomy, physiology, and hygiene (Cutter), composition and declamation.

Junior class: Satires, Epistles and Ars Poetica of Horace (Lincoln), Terence (Andria and Adelphi), Latin prosody and composition (Arnold), Excerpta Heroica et Tragica (Homer, Hesiod, Apollonius Rhodius, Sophocles, and Euripides; Græca Majora), Greek prosody and composition (Arnold), Greek Testament (Epistles), conic sections, (Coffin), analytical geometry (Coffin), calculus (McCartney), mechanics (Olmsted), mental philosophy (Upham), logic (Hedges), chemistry (Silliman), evidences of Christianity (Paley), natural theology (Paley), original orations.

Senior class: Germania and Agricola of Tacitus, Juvenal and Persius (Leverett), Excerpta Bucolica, lyrica et miscellana (Theocritus, Bion, and Moschus; Græca Majora), Greek Testament (Revelations), natural philosophy (hydrostatics, pneumatics, electricity, magnetism, and optics; Olmsted), astronomy (Olmsted), meteorology (Brocklesby), moral philosophy (Paley), Butler's Analogy (with Tift's analysis), agricultural chemistry (Johnson), geology (Hitchcock), mineralogy (Dana), political economy (Say), American constitutions (Sheppard), original orations and discussions.

In addition, the Hebrew and French languages were taught when desired, and also an extended course in sacred literature, embracing

Bible in the original languages, if possible, ancient and sacred raphy and chronology, Jahn's Archæology, History of the Jews phus and Robertson), Prideaux's Connection, Horne's Introduc- Hengstenberg's Christology, McEwen on the Types, Paley's Evi- es and Natural Theology, Butler's Analogy, Eusebius and Mosheim, ubigné's Reformation, Watson's Institutes, essays on sacred sub- —this being designed for a school of theology for young ministers. e college was provided with a scientific apparatus, which cost t $600; also a small museum, or cabinet, of curiosities, and a ry of about 500 volumes.

e degrees offered were the A. B., A. M., D. D., and LL. D.

literary society was organized in connection with the curriculum.

e expenses of attendance were about $160 per annum.

its most prosperous period, from 1852 to 1859, the annual attend- of pupils was about 150, of whom usually about two-thirds were e collegiate department. Some patronage was drawn from Lou- a.

interesting fact about this college was that its faculty and trus- regarded it as a continuation of the college at Jackson and of don College; and the youths graduated at those schools were ted as alumni of Madison College, and so announced in its cata- es, without even any distinction of classification.

an address on Southern Education, delivered at the Madison Col- commencement, July 18, 1859, the Hon. A. G. Brown, formerly rnor and then a member of the United States Senate, said:

colleges, academies, and schools at Corinth, Holly Springs, Columbus, Aber- Macon, Lexington, Grenada, and other places, including Zion Seminary, and High School, have all contributed largely to the general sum of scholastic igence.

ould not be invidious, and I am sure the venerable president of this college s learned associates would not accept applause bestowed at the expense of institutions. It is but just to say that Madison College was founded amid dif- es that would have appalled weaker hearts than those of the brave men who red it in its infancy. Commencing its career in obscurity, without endowment most without patronage, it has struggled on, rising by slow degrees, until it has ed a position equal to that of its more favored sisters. It is but due to its patrons they have contributed largely to its success. But the first honor belongs to esident. I know something of the embarrassments which surrounded him without money and almost without friends, he undertook the difficult task of ng this college. His heart was in the work, and without pausing to count the ss, he, as was like a true soldier, he marked a point of victory, and then ed boldly to that point. The people of this community, the people of Missis- the friends of Southern education everywhere, owe him a debt of gratitude they can never fully repay. The weight of accumulating years fast gathers him. In a little while the places that know him now shall know him no more . When he passes away no storied urn may receive his ashes, no stately

Senator here probably alludes to the continuous history of the institution. s the governor and living in Jackson when Dr. Thornton opened the college and was one of the trustees of the institution. It is of this period that these sions could be used most appositely. See chapter on Centenary College.

obelisk may rise to mark his resting place, but he will live in the affections of this people, and the children of parents yet unborn will bring the offering of their tender hearts, lay them on a common pile, and thus rear a monument to his memory more enduring than brass and more solid than marble, for he is and has been the friend of Southern education.

All honor to President Thornton. He blends in beautiful harmony the double characters of a teacher of youth and a disciple of Christ. In the schoolroom he has taught your children how to live, and in the sacred desk he has taught them how to die. May the evening of his days be gilded with a little of that resplendent glory which awaits him in another and a better world.

It would almost seem as if the Senator's tribute were moved by a prevision of coming fate. That was the last commencement the venerable and honored doctor ever saw. On the 22d of March, 1860, he passed away, being then in the sixty-sixth year of his age. A sketch of his life will be found as an addendum to the chapter on Centenary College.

When Dr. Thornton died, Professor Pugh became president of the college, but held the office only during a few months. In the December following he resigned to accept the chair of mathematics in Centenary College. Prof. H. W. Pierce succeeded him as president.

After the interruption of the civil war, the college was reopened. In 1866, Rev. Harvey W. Johnson was elected president. This gentleman was, in 1867, called to the presidency of Whitworth College (q. v.), and in 1868 was succeeded at Madison by Rev. W. L. C. Hunnicutt. At this time, C. B. Galloway, now bishop in the Methodist Church South, was a professor there.

In the year 1870, President Hunnicutt was succeeded by Rev. J. M. Pugh. In 1872 the institution ceased to exist, perishing for want of endowment and patronage. The buildings still stand. By the terms of the charter they are property of the State. They are used for common-school purposes.

## OAKLAND COLLEGE.

Oakland College was located in Claiborne County, 35 miles north of the city of Natchez, and 5 miles east of the Mississippi River. Rodney is the nearest landing. Bruinsburg, 3 miles north, is the spot where General Grant crossed the river and gained possession of the rear of the city of Vicksburg, and soon that city fell. Oakland is situated in a region of country rendered interesting from many reminiscences of early times. Here was the scene of some characteristic incidents in the life of Gen. Andrew Jackson. A few miles from the college was the residence of Blennerhassett. Here was the place of the capture of Aaron Burr. In this vicinity was the plantation of the amiable, patriotic, and lamented Gen. Zachary Taylor. This region also derives much interest from the visits and labors of some of the earliest pioneers of Presbyterianism in the Southwest. Rickhow and Smiley and Montgomery . . . here came when the dew of their youth was upon them and laid the foundation of our [Presbyterian] churches. Here visited and preached Schermerhorn, and S. J. Mills, and Larned, and Bullen, and many others whose praise is in our [Presbyterian] Southern Zion. The eccentric Lorenzo Dow here rode his mule and blew his horn, and attracted crowds of the first settlers, preaching on house tops and haystacks, resembling Peter the Hermit, who once marshaled all Europe under the Crusader's banner.[1]

[1] Reminiscences, Sketches and Addresses, Rev. J. R. Hutchinson, 1852.

ıe origin of Oakland College may be traced to Rev. Dr. Jeremiah nberlain.

remiah Chamberlain was born in Gettysburg, Pa., in the year 1795, ious Presbyterian parents. At an early age he entered Dickinson ege, at Carlisle, and received from that institution his degree of ıelor of Arts. Here he is supposed to have experienced that change h led to his dedication of himself to the ministry. He pursued his logical studies at the seminary at Princeton, where he graduated ıe spring of 1817. He was licensed to preach by the Presbytery of Brunswick, and accepted a commission from the General Assem- Board of Domestic Missions in 1817. Choosing the Southwest as ield of his labor, he proceeded, early in 1818, to Mobile, where, it id, no Protestant minister had ever before preached. In the sum- of 1818 he returned to his native State, having accepted a call to church in Bedford, where he also conducted an academy. In 1822, ıe early age of 27, he was elected president of Center College, and oved to Danville, Ky. In December, 1826, he assumed the presi- y of the College of Louisiana, at Jackson, but the attempt was e to lay unacceptable restrictions on him in the exercise of his sterial functions, and in the spring of 1829 he resigned. He then oted himself, for a short time, to teaching pupils in a private acad- established by himself.

this period it was that he was led to reflect upon the importance and practica- of establishing a college which should be under the care and supervision of Presbyterian Church. The primary motive that directed him to the framing is project was the hope that, could the opportunity of obtaining an adequate ation be furnished upon their own soil, many pious youth in the Southwest d be induced to avail themselves of it, and thus a native ministry be provided is destitute and neglected field. At that time no college commencement had been held, nor had a single scholar ever been graduated, southwest of Tennes- or had a single educated native of Mississippi ever entered the ministry. [Nor there then] a single college prepared to give a regular collegiate education n the States of Louisiana, Mississippi, and the Territory of Arkansas—contain- population at that time of more than 300,000 souls, and a tract of country of than 115,000 square miles, embracing the growing city of New Orleans, and cities, with a soil capable of sustaining a vast population. Efforts had been by the legislature of Louisiana, with princely liberality, to establish several tions of learning, all of which had virtually failed. In the State of Missis- exertions had been made for nearly thirty years * * * and yet not one dual was known to have been graduated. The religious community had done ng.

Chamberlain submitted his plan to the consideration of the Presbytery of sippi at a meeting held in the town of Baton Rouge, La., in April, 1829. s at once approved of it. A committee was accordingly appointed, who, after tensive correspondence continued through several months, called a meeting of ends of education at Bethel Church, 2 miles from the subsequent location of ege, on the 14th of January, 1830. This meeting was composed of gentlemen the parishes of East Baton Rouge, East Feliciana, and West Feliciana, in ana, and from the counties of Claiborne, Amite, Wilkinson, Adams, Jefferson,

Reminiscences, Hutchinson.
Memorial sermon by Dr. Stratton, 1851.

Warren, Hinds, and Madison, in Mississippi, and continued six days The following resolution was presented by Rev. Benjamin Chase, chairman of the committee:

*Resolved*, That it is expedient to establish and endow an institution of learning within our bounds which when complete shall embrace the usual branches of science and literature taught in the colleges of our country, together with a preparatory English and grammar school and theological professorship or seminary.

This resolution was sustained by gentlemen from every part of the country represented in the meeting, and after considering it for three days it was unanimously adopted. A subscription was immediately opened to supply the requisite funds. Twelve thousand dollars were contributed for the purchase of a site and the erection of necessary buildings. Committees were appointed to prepare a constitution, to view the various locations which had been spoken of, and to make all necessary arrangements for opening the school.

The Presbytery of Mississippi, embracing at that time all the Presbyterian ministers in Louisiana, Mississippi, and Arkansas, received the proposed seminary under its care, adopted a constitution, appointed a board of trustees and the president of the college, and fixed the location within 3 miles of Bethel Church, in Claiborne County, Miss. The reason why the college was located in so retired a spot was this: At that time no town or city in the Southwest was deemed sufficiently healthy or sufficiently moral to be the seat of a college.

On the 14th of May the school opened with three pupils ("as a mere grammar school," says Dr. Chamberlain[1]) who had accompanied the president, the Rev. Jeremiah Chamberlain, D. D., from Jackson, La., where he had been presiding for some time over the College of Louisiana. On the 2d of July, 1830, the first clearing was begun on the magnificent Oak Ridge, now occupied by the college buildings.

## Dr. Chamberlain's own "sturdy arm" felled the first tree.

At the end of the session, March 28, the school consisted of 65 pupils. The two more advanced formed a sophomore class, and there were five in the freshman class; the remainder were in the English and classical schools. The president instructed the two college classes and the classical school in the languages, and his brother, Mr. John Chamberlain, afterwards professor of chemistry and natural philosophy, instructed the classes in mathematics and in the English school. In the winter of 1831 a charter was received from the legislature of the State. In this charter it is designated as "The Institution of Learning, under the care of the Mississippi Presbytery." In 1833 the first commencement was held, and Mr. James M. Smiley, recent vice-chancellor of the State of Mississippi, was the first graduate of Oakland College. His classmate, William Montgomery, son of Rev. William Montgomery, one of our oldest [Presbyterian] ministers, who expected to receive his degree at the same time, was removed by death about three weeks before the commencement. This is believed to be the first commencement [at a male college] south of Tennessee, and Judge Smiley is the first native Mississippian who received the degree of A. B. in his own State [in fact, the first man to receive a degree from any institution in this State].

The leading and primary object of the founders of Oakland College was to raise up in the Southwest a native ministry. An unknown donor contributed $25,000 to endow a theological professorship. In 1837 the presbytery of Mississippi, who at that time controlled the college, elected Rev. Zebulon Butler, D. D., temporary professor until a permanent arrangement could be made. In a short time the Rev. S. Beach Jones, of New Jersey, was elected professor. The theological professorship continued until the year 1841, and many young men, not merely of the Presbyterian, but of other churches, entered the ministry.[2]

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[1] House Journal, 1840, p. 369.

[2] Reminiscences, Sketches, and Addresses; Hutchinson, pp. 21, 33, 244.

the year 1839 the college was transferred to the care of the synod ississippi; under this management it remained until 1871.

Governor McNutt, Dr. Chamberlain made a report in 1840 in ence to Oakland College from which these extracts are taken:

have 250 acres of land (given by Mr. Robert Cochran, now deceased), and sub-ions to above $100,000, near one-half of which is due in the form of a permanent Our buildings are a president's house, a professor's house, a steward's house, fteen cottages for lodging students, calculated to contain from six to eight its each. The first story of a main building, 100 by 65 feet, is now raised, and use shall be finished three stories high so soon as funds will warrant it. attempts have been made to procure a library. About 1,000 volumes have contributed, and about $1,500 for philosophical apparatus. About 3,000 vol-belong to the literary societies belonging to the college. names of the founders of the college are too numerous to be all given in a of this kind. They are from $1 to $20,000. Nothing has been received from the r any public fund. Besides the board of trustees, who were the principal original butors, several of whom have given $5,000 and upward, I will mention a few who have given $5,000 and upwards, viz, Alvarez Fisk, Dr. Stephen Duncan, ohn Ker, Dr. Metcalf, Mr. John Routh, Mr. Thomas Henderson, Mr. Alex. rson, Mr. Francis Surget, Mr. Alexander Ross, Mrs. Priscilla McGill, and a thers. Those who have given smaller sums have, generally, been not less l in proportion to their means. * * * The college consists of an English l, a classical school, and college proper. In the college we have a theological ssorship, which is intended to lay the foundation of a theological seminary. young men have been licensed to preach the gospel in the Baptist and Presby-churches. Young men are now here preparing for the Baptist, Methodist, and yterian churches. The great mass, however, are preparing for planters, phy-s, and lawyers. Ever since our commencement in 1830 we have sustained, ly, from two to twelve indigent young men annually for the various depart-of professional life.

e gentleman who made the magnificent donation of $20,000 alluded y President Chamberlain was Dr. John Ker, son of the Dr. whose life was noticed in a previous chapter. This liberal and ie-spirited son of a noble sire would never consent that his name ld be disclosed as the generous donor. Now, however, that death endered it impossible to offend his modesty, it has been deemed er that his generosity should be remembered.[2]

take up again the narrative of Professor Hutchinson, of date 1852:

It was the origin of Oakland College, an institution which has aided in the tion of [illegible] native youth, and which now has on the roll of its gradu-[illegible] who are scattered throughout the Southwest, and occupied in the ation of the [illegible] in the learned professions. And the writer believes that there [illegible] the graduates of Oakland College a single name upon which [illegible] or immorality. And the large number of those educated [illegible] who assemble annually in the groves and halls of their alma mater is a [illegible] interest and affection and guaranty of what the institution [illegible] the influence and character of her own sons.

[illegible] and accommodations for students and teachers have been [illegible] the wants of the institution have required. There are at this time [illegible] cottages for the occupancy of the pupils, residences for the presi-

[illegible] Letter from Dr. Stratton, Dr. Ker's pastor.

dent and professors, two handsome halls for the literary societies, with libraries attached; a college library of upward of 4,000 volumes; a philosophical, chemical, and astronomical apparatus, which cost nearly $4,000; a main college of brick, 112 by 60 feet, containing a college chapel, prayer hall, lecture rooms, and other requisite accommodations. The institution has never received any aid from the State or General Government. Its funds have been provided entirely from private liberality. And these funds would now be sufficient to sustain the college were it not for some unfortunate investments a few years since in the banks of the State.[1]

On the 5th of September, 1851, Dr. Chamberlain was stabbed and slain by a resident of the vicinity. He died in the fifty-seventh year of his age. On the 18th of December following the Rev. Joseph B. Stratton, now of Natchez, delivered at the college a discourse on his life and character, from which the following extract is taken:

That his character was no ordinary one the history of his achievements sufficiently indicates. His intellectual endowments and acquirements, without being brilliant or profound, were such as qualified him to be a ready and clear-sighted student, and an able and perspicuous instructor. His life was too crowded with extraneous duties to allow him the opportunity to seek the scholastic eminence which otherwise would have been easily accessible to him. It was rather as the man of practical energy, of high-toned loyalty to principle, of self possessed sobriety, of forethought and foresightedness, of fertility of invention and aptness in execution, of firmness tempered by suavity, of strict uprightness and disinterested devotion to whatever his heart and conscience approved; it is rather as the paternal counselor, the warm-hearted friend, the cheerful companion, the sincere and simple preacher with the clear doctrine of Scripture ever on his lip, and the tear of emotion often in his eye, as the comforter in sorrow, and the helping brother to all who asked his sympathy or his aid—it is in such characters as these that Dr. Chamberlain won distinction, and merited all he won.

To resume again the broken thread of Professor Hutchinson's narrative, as of the date 1852:

Although President Chamberlain thus fell, so cruelly, so suddenly, yet Oakland College did not fall with him. It still lives, and shall live, a monument of his fame, and a blessing to the present and future generations. And as it is the ordainment of Heaven that martyr blood becomes precious seed whence springs undying truth, we doubt not that the great principle in this instance, as in others, will be fully developed. No sooner was Oakland's chief founder and first president cut down than the true and firm friends of the institution began to rally. Precisely one year has elapsed since the sad event occurred, and in that year much has been done to place the college upon a firm and permanent basis. Upward of $60,000 has been contributed to pay its debts and meet its more immediate wants. The name of its first president is to be perpetuated by the investment of a permanent fund, to be called the "Chamberlain Fund," the interest of which is to pay the salary of his successor. Overtures have been made from a distant source to found a professorship of natural science, and from various other sources are cheering indications that this infant seat of learning, which has struggled so long and done so much, will yet become the glory of the South and a rich blessing to the future generations.

The present faculty are: Rev. R. L. Stanton, D. D., president and professor of moral sciences; Rev. J. R. Hutchinson, D. D., professor of Latin, Greek, and Hebrew languages; T. Newton Wilson, A. M., professor of mathematics; W. Le Roy Broun, A. M., professor of chemistry and natural philosophy; H. B. Underhill, A. M., principal of the preparatory department; James Collier, esq., steward.[2]

[1] Reminiscences, Hutchinson, p. 24.

[2] Ibid., p. 27.

President Stanton, who was still living in 1883, was unquestionably a man of rare mental acumen and vigor. Dr. Hutchinson, from whose Reminiscences such liberal quotation has been made, was the most conspicuous among the professors. He was called from the pastoral charge of the church in Vicksburg, in 1842, to the chair of ancient languages, and continued in that position until 1854. His natural capacities were good, his scholarship respectable, and in his earlier years he was regarded as a preacher of unusual power.

President Stanton was succeeded by the Rev. James Purviance, D.D., who combined with an almost chivalric nobleness of character a sound common sense and a well-cultivated intellect. His influence upon the students was peculiarly happy.

From an old catalogue of 1855–56 the following data are gleaned:

FACULTY.

Rev. James Purviance, D. D., president and professor of mental and moral philosophy, etc.

Rev. J. E. C. Doremus, A. M., professor of the Latin and Greek languages and literature.

Rev. W. D. Moore, A. M., professor of natural science.

Robert Patterson, A. M., professor of mathematics.

F. M. Stevens, A. M., principal of the preparatory department.

QUALIFICATIONS FOR ADMISSION.

Applicants for admission to the freshman class are examined in Cæsar's Commentaries (four books), Sallust, Virgil, Æneid (four books), Greek reader, Xenophon's Anabasis (three books), or an equal amount in other Latin and Greek authors; also in Bullion's, Crosby's, Andrews's, and Stoddard's, or Adams's grammars of the Latin and Greek languages, respectively; in Davies' elementary algebra, and three books of Legendre's geometry, and in the usual elementary studies of the preparatory course.

Applicants for admission to advanced classes are examined in the previous studies of the college course.

PREPARATORY DEPARTMENT.

The preparatory department supplies all the usual elementary instruction in two divisions, English and classical; and also furnishes such higher branches as students wishing to pursue only a scientific course may require.

STUDIES AND TEXT-BOOKS.

English grammar (Bullion), geography (Mitchell), composition, natural philosophy, chemistry, arithmetic, and mathematics of the scientific course (Davies), rhetoric (Jamieson), and declamation. Bullion's Latin lessons, grammar, and reader; Cæsar (Bullion), Sallust (Butler and Sturgus), Cicero's Orations, Virgil, Greek reader (Bullion), Xenophon's Anabasis (Owen).

LITERARY SOCIETIES.

The Belles-Lettres Society and the Adelphic Institute have elegant and commodious halls, and furnish in their exercises and emulations valuable aid to intellectual improvement.

THE SOCIETY OF INQUIRY.

This society by its exercises and investigations, conducted by the students under the superintendence of the president of the college, gives much interest to the "monthly concert" and affords great incentives to moral improvement.

CABINET.

It is a source of high gratification to be able to announce that the extensive and valuable cabinet of minerals, fossils, specimens of natural history, and curiosities, presented to the college by the Rev. B. Chase, of Natchez, will soon be arranged in the room appropriated to its use.

APPARATUS AND LIBRARY.

The facilities afforded for study and illustration in the department of natural science are such as to give the highest encouragement to students therein.

The library of the college, like all libraries, needs additions; yet many rare and valuable books make it respectable.

## COURSE OF STUDIES.

FRESHMAN CLASS.

Virgil; Latin composition (Arnold); Roman antiquities.
Horace's Odes (Lincoln); prosody.
Xenophon's Cyropedia (Owen); Greek composition (Arnold).
Homer's Iliad, begun (Owen).
Algebra (Davies' Bourdon).
Geometry, six books (Legendre).

SOPHOMORE CLASS.

Rhetoric (Jamieson); history; Jewish antiquities.
Constitution of the United States.
Horace (Lincoln); Livy (Lincoln); Homer's Iliad (Owen).
Xenophon's Memorabilia (Robbins); Grecian antiquities; Greek composition.
Botany (Darby and Gray).
Geometry completed; trigonometry, plane and spherical (Davies).
Mensuration; surveying and navigation (Davies).

JUNIOR CLASS.

Rhetoric (Blair); logic (Hedge); natural theology (Paley).
Evidences of Christianity (Alexander).
Tacitus (Tyler); Latin comedy; Thucydides (Owen).
Œdypus Tyrannus (Crosby); or Antigone (Woolsey).
Natural philosophy (Olmsted).
Mechanics (Olmsted); astronomy (Olmsted).
Conic sections (Bridge).

SENIOR CLASS.

Cicero (de Officiis, etc.); Demosthenes on the Crown (Champlin).
Greek tragedy (optional).
Mental philosophy (Upham); moral philosophy (Alexander).
Political economy (Wayland or Say).
Astronomy, concluded (Olmsted); inorganic chemistry (Silliman).
Geology (lectures); organic chemistry (lectures).
Analytical geometry (Loomis).
Differential and integral calculus (Loomis).

President Purviance was succeeded by the Rev. William L. Breckenridge, who assumed the office in 1860. He brought with him a reputation for personal force, pulpit power, and erudition which was almost

nal. The troubles incident to the war, which so soon followed his
sion, made his term of service a short and, to a great extent, s
ess one.

e last president was the Rev. Joseph Calvin, D. D. He was called,
the war ceased, to preside over the institution when it was almost
state of dissolution. Though young in years, he was said to be
of the ripest scholars of his day. His career was cut short by sad
death, and at his decease, the doors of Oakland College were
ally closed.

e college remained a synodical institution until the year 1871,
, in consequence of the failure of its resources through the disas-
effect of the recent war and under the overwhelming pressure of
the synod resolved to sell the college buildings to the State of
issippi for the purpose of founding the Alcorn University for col-
young men. The funds of all sorts remaining in the hands of the
ees, after the payment of all the debts of the institution, were
eyed by synod to the Presbytery of Mississippi in 1876, upon con-
n that the Presbytery should establish at some eligible point within
ounds an "institution of liberal Christian learning." The gift was
oted, and in pursuance of the terms upon which it was made, a
ter was obtained for the Chamberlain-Hunt Academy.

CHAMBERLAIN-HUNT ACADEMY.

## Chapter V.

### CHAMBERLAIN-HUNT ACADEMY AND FRANKLIN ACADEMY.

#### CHAMBERLAIN-HUNT ACADEMY.

Port Gibson was selected as the seat of this institution. Under this form the enterprise inaugurated forty-seven years before by the Presbytery of Mississippi returned to its care; and in this second stage of its history is giving evidence of a vitality which promises to realize in part, if not completely, all the ends projected by the founders of Oakland College.[1]

There was considerable competition among the towns of the State to secure for themselves the location of the new school. Port Gibson, a pretty and historic town of about 1,500 inhabitants (now situated on the Louisville, New Orleans and Texas Railroad), offered the greatest inducements, and was accordingly chosen to be the site.

In the year 1877 the new institution was chartered by the legislature under the name of Chamberlain-Hunt, in honor of Dr. Chamberlain, and of one of the most generous and zealous of the founders of Oakland College. This was David Hunt, a planter and a native of New Jersey. "A man farseeing, sagacious, thrifty, and successful, and so flowered with the Midas touch, that with him all things prospered. Oakland was his foster child, and without stint he lavished on her of his great wealth. Coming from her commencements, he was wont to say, as he returned to his home, 12 miles distant, 'Oakland shall not be a failure.' He esteemed her his investments; and her graduates, the proceeds, the dividends of his favorite stock. Save John McDonough and Judah Touro, in his generation he doubtless gave more to education and to humane and philanthropic institutions than any man in the Southwest."[2]

The first session of Chamberlain-Hunt Academy was that of 1879. The buildings are mainly brick; large, commodious, well ventilated, and in good repair. The study hall and recitation room are supplied with patent furniture. A library room, containing about 2,000 volumes, is open to the students at all hours. The endowment is about $40,000.

#### GRADUATION.

When a pupil has successfully completed seven of the eleven schools, always including Latin and mathematics, he will be awarded a diploma, with the title of graduate.

Expenses per year, for day scholars, are $25; for boarders, $155.

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[1] Minutes of Mississippi Presbytery, 1882–83, pp. 40–42.

[2] Dr. Markham, in the Southern Presbyterian, of July 19, 1888.

## COURSE OF STUDY.

e whole course is divided into the eleven schools following: Eng-
language, mathematics, history, English literature, natural sci-
, Latin, Greek, German, French, bookkeeping and Bible history.

## TEXT-BOOKS USED.

### PREPARATORY DEPARTMENT.

ndidates for admission to this department must read well in the third book of
the popular readers, and be able to solve examples under the four funda-
l rules of arithmetic.]
nton's Speller (the Word Primer and the Word Book), Lippincott's Readers,
d's Arithmetic, Swinton's History of the United States, Monteith's Primary
aphy, Monteith's Manual, Butler's English Grammar.

### ACADEMIC DEPARTMENT.

*ling.*—Westlake's 3,000 Practice Words, Webster's High School Dictionary.
*ory.*—Barnes's History of the United States, Swinton's Outlines.
*hematics.*—Sanford's Higher Arithmetic, Davies' Elementary Algebra, Ray's
r Algebra, Brooks' Geometry, Wentworth's Geometry, Ray's Trigonometry and
ying.
*s.*—Smith's Principia, Bingham's Grammar, Cæsar, Chase's Virgil and Cicero's
Orations, Gildersleeve's Grammar and Exercise Book.
*k.*—Harkness's Course, with Xenophon's Anabasis and Memorabilia.
*ch.*—Keetels's Collegiate Grammar, with notes and original exercises; Keetels's
tical Reader; Selections from Molière and Racine.
*man.*—Whitney's Brief Grammar; Grimm's Kinder- und Hausmärchen, edited
H. van der Smissen; Whitney's Reader.
*ural science.*—Steele's Physiology, Physics, Chemistry, and Astronomy; Maury's
cal Geography.
*lish.*—Reed and Kellogg's Graded Lessons; Reed and Kellogg's Lessons in
r English; Hart's Rhetoric.
*lish literature.*—Shaw's Manual.
*Keeping.*—Groesbeck's.
*ity.*—W. C. Guthrie, A. B. (Washington and Lee University, Virginia), prin-
G. Hann, A. M. (Center College, Kentucky); J. M. Allen, A. B. (Washington
ee University, Virginia); E. R. Leyburn, A. B. (Washington and Lee Uni-
y, Virginia); Rev. D. A. Planck (instructor in Bible history, Princeton, N. J.).

e attendance of pupils is about 120 per annum, quite a number
g from Louisiana.

## FRANKLIN ACADEMY.

things considered, this is one of the most noteworthy schools in
State. Founded as a chartered institution in 1821, it has enjoyed
broken existence of, now, seventy years. It was founded almost
wilderness, and was by twenty four years the first free school of
and permanent establishment in the State. Its charter members
William Cooper, William Leech, David Kincaid, Gideon Lincecum,
rt D. Haden, Richard Barry, Thomas Townsend, Silas McBee, and
Deck.

It is, and was in its origin, one of the sixteenth-section schools. Under its charter the lands of the section set apart for its support were plotted into streets and lots. The lots were leased for terms of ninety-nine years, and constitute now, at the least, two-thirds of the city of Columbus.

At that time the county of Monroe, formed of such portion of the Chickasaw Cession of 1816 as lay within the boundaries of Mississippi, was isolated from the residue of the State by intervening lands of the Choctaws.

However, that region was comparatively accessible from the fact that General Jackson, on his return from New Orleans, had penetrated it, and opened the road known as the "Military Road." When, therefore, a United States land office was opened at Columbus it, and the excellence of that newly acquired territory, attracted a rapid influx of population. The country was quickly settled and the town grew rapidly in size and consequence.

One of the first things done was the establishment of the Franklin Academy, which developed at a very early day into a first-class school. The town itself sprang into notice as an educational center. It attracted a class of citizens more like those of the long-settled communities of the original thirteen States than were the settlers of any other locality in the State except those of Natchez and its vicinity. This standard of citizenship and of educational culture has been steadily maintained.

The academy was organized and established under its charter, as already stated, in 1821. The fund arising from the leases of the sixteenth section steadily increased from that time until 1837, when it reached its maximum, near $8,000 per annum. During this period the academy was the most prominent school of that country. It was finely located on ample grounds; had distinct male and female departments, with substantial brick buildings for each, and was equipped with full geographical, astronomical, chemical, and philosophical apparatus. Under the guidance and care of a prudent board of trustees and of a competent corps of teachers for each department, an advanced collegiate course was offered to the pupils.

In the spring of the year 1836 Prof. Robert Bruce Witter took charge of the male department. He was a teacher of experience and ability, having been for thirteen years devoted to that profession. His assistants were a Mr. Norris and a Mr. Archibald. In the early part of the year 1837 Mrs. M. A. Innes and a Mrs. Morris were at the head of the female department. About September a Mr. Swift was placed in charge. At this time the full corps of teachers for both departments was five, and the attendance ranged from 150 to 250 pupils per session. The teachers were elected every six months, while the trustees themselves were held to a rigorous responsibility by annual election at the hands of the people of the town. The board included always some of the most prominent and influential citizens.[1]

[1] The Southern Argus, February 27, 1838, and June 24, 1837.

·. Swift's health was poor, and in June, 1838, he was succeeded by
Rev. H. Ried.[1]

; this time the great financial convulsion was in progress. The
ess consequent upon it culminated in Mississippi in 1839 and 1840.
ommon with all other interests Franklin Academy suffered severely.
stem was inaugurated of forfeiting the leases and of re-leasing the
ited premises at greatly reduced rates. This was done by a com-
consent, as it were. It was apologized for and excused by the
ment and fact that the most central and valuable lots of the town
leased at from 25 cents up to a few dollars, whereas those on the
border of the sixteenth section were leased at from $50 to $100.
system of forfeiture and re-lease was continued until the income of
academy from that source was reduced to the comparatively small
nt of $2,398.56.

anwhile, and during that period of depression, a sentiment sprung
s to the management of the academy. It was to the effect that
· free school" was intended to benefit the poorer classes, and that
e able to educate their children should not crowd out this class,
h was largely done by the high curriculum. This point was
ted until a revolution in the management was accomplished, and
grade of the institution reduced from that of a first-class collegiate
ol to that of a preparatory one.

e following extracts, made from a report of the trustees dated
29, 1839, will illustrate this phase of the academy's history:

· increasing number of pupils, which now amounts to more than 300, presents
y serious consideration to the citizens of this township—whether, with the
nt means, all the children can be educated at this institution should the num-
xceed the present only 100. And it is more than probable that this event a
or two hence will happen. To guard to some extent from the evil effect of
overburdening the institution with scholars above the means to supply it with
ers, the trustees have been induced to attempt a reorganization of the system
struction at the next session upon a different plan from that heretofore pur-
under the belief that the one proposed combines greater advantages, both in
of discipline and in affording a larger amount of instruction with the same
nt of labor.

reference to the course of study annexed below (which applies to the male
[illegible] course for the female department is similar, except that it is
[illegible] studies it will be seen that it embraces a very extensive
[illegible] fully equal to that taught in most of the colleges in the
[illegible] Latin and Greek languages. Those last-named branches
[illegible] studies under the belief that the wants of the community
[illegible] into the institution. But in order to obviate diffi-
[illegible] this subject, as the academy is public property and
[illegible] of all, and some parents may wish to give their sons a
[illegible] have determined, after the first three-years' course in the
[illegible] who may desire it can be taught the Latin and Greek
[illegible] will not be able to pursue the studies of the higher
[illegible] essary, for they can acquire them at college. • • •
experience [illegible] the academy has demonstrated the great difficulty,

[1] The Southern Argus, June 26, 1838.

and we might say almost impossibility, for three teachers to instruct nearly 200 scholars, where each one was of necessity compelled to teach all the various studies to upward of 60 pupils in his separate department. He could not have less than eight classes in his school, and if each had three studies, he would have twenty-four recitations a day. Upon this plan, to conduct the school efficiently it would require twelve teachers instead of the six now employed. We have aimed to correct this evil by not permitting any two of the instructors to teach the same branches. Thus all pursuing the same studies throughout the whole school will be united into one class, who will recite to all the teachers instead of one alone. By this means we expect to reduce the number of classes more than one half, and of course more time can be devoted to instruction and illustration.

The male and female departments will be kept entirely distinct, but the same plan of studies will be used by both.

The present income of the institution, arising from the leases of the lots, is $5,130.75. * * * We have elected as principal of the male department Mr. James T. Hoskins, and Messrs. J. Woodville Payne and J. H. Tracy assistant teachers; in the female department Miss C. Mathieson as principal, and Mrs. Jordan and Mrs. Blackwood as assistant teachers.

SCHOOL PROPER.

*Fifth year.*—History, Tytler's; geometry, Davies' Legendre; trigonometry, Davies'; astronomy; chemistry, Jones's conversational; mental philosophy, Abercrombie and Watts'; composition, and elocution.

*Sixth year.*—History, surveying, engineering; calculus, Davies'; moral philosophy, Paley's; political economy, Wayland's; government, Political Class Book; geology, Hitchcock's; mineralogy, composition, forensic disputations.

This reorganization considerably and immediately increased the attendance of pupils at the academy. For the session of 1839–40 there was an enrollment in the two departments of between 400 and 500 pupils; but yet there was dissatisfaction. The change of administration seems to have given offense to some.

In July, 1841, a communication appeared in the Argus criticising "the new experiment now being tried in Columbus (at the academy, evidently) of teaching our children to spell before they learn their alphabet." "Indeed," says the writer, "I am informed that in a few sessions they will know more than their trammeled sires have acquired in a lifetime." The argument, lengthily and elegantly presented, is the same old conservative one—opposition to novelties, the need for a progressive development, etc. "The opponents of the old system contend that too much attention is paid to words to the neglect of ideas. We reply that too much attention can not be paid to words. Hence we are in favor of the ancient languages, because they give the habit of a nice discrimination in the use of words, and thus afford copiousness of expression. Words suggest ideas, and are not only the vehicle of our thoughts, but the very body in which they appear to ourselves. We think in propositions, and in proportion to the propriety and definitions of our words will be those of our ideas."

The institution was, in fact, entering on a sea of troubles. Besides the friction almost inseparable from the conduct of public schools on a basis of popular suffrage, there was the special and very serious obstacle

collapsing treasury. The paralyzing influence of debt became per-
ble. The following editorial extract from the Argus of January 4,
will be useful here:

male department has been under the charge of Mr. J. J. W. Payne, as princi-
nd Mr. S. Norris, assistant, and the female department under the charge of Mr.
an and lady.

hundred pupils have been connected with the male department of this insti-
during the past session.

following are the classes in this department: Three Latin classes—text-books,
, Cæsar, and Historiæ Sacræ; one Greek class—text-book, Jacobs' Greek
r; three English grammar classes; two classes in mental arithmetic; three
s in Smiley's Arithmetic; geography class; natural philosophy class; two
g and spelling classes; two history classes.

number of pupils in the female department during the past session was 95;
er examined, 83; in spelling and definition, 10; in English grammar and pars-
8; in algebra, 3; geometry, 3; rhetoric, 3; natural philosophy, 18; botany, 4;
gy, 2; history, 3; mythology, 1; two geography classes; Latin grammar, 6;
ræ Sacræ, 2; Virgil, 2; Cæsar, 1, and many in arithmetic in various stages of
cement.

s institution for several years past has been encumbered with a heavy indebt-
s, which has to a great degree paralyzed its efficiency. * * *

re, however, the present instructors and former and present board of trustees
had charge of the institution the indebtedness has been gradually lessened;
* and the institution may now be considered equal to any in the country.

future the whole school will be divided into classes, and the number of branches
are to be studied by any pupil at the same time is not to exceed two. This
gement will remedy one of the most threatening defects of the present fashion-
mode of instruction.

a meeting of the citizens of Columbus convened at the Franklin Academy on
ght of the 4th of March, 1842, the Rev. James A. Lyon was called to the chair,
Sterling H. Lester was appointed secretary. Mr. James Whitfield explained
bject of the meeting to be to take into consideration the proper method of
and appropriating the school fund arising from the lease of the sixteenth sec-
of this township to the purposes contemplated by Congress in the donation of
xteenth section of every township for the purpose of education; and also to
upon a ticket for the election of trustees favorable to the views that may be
d upon by this meeting.

meeting was then addressed, at the call of sundry persons, by Messrs. Topp,
and Dr. Winter. The latter gentleman, after a few preliminary remarks, read
llowing plan for the management of the Franklin Academy and the appropri-
of the school fund belonging to this township, to wit:

irst. The Franklin Academy to be continued in operation.

econd. That every citizen of the township shall have the privilege of sending
ildren to this institution.

hird. That citizens residing in the township 2½ miles from the Franklin Academy,
[illegible] natural barrier between them and the Franklin Academy,
have paid to them their proportion of the fund arising from the lease of the six-
[illegible] a certificate of the neighboring teacher that the chil-
[illegible] hold the length of time specified in the certificate, and
[illegible] the branches which are taught free of charge in the
[illegible] Academy.

[illegible] That the students of the Franklin Academy shall be divided into five
s and be taught the following branches:

irst class [illegible] writing, and arithmetic.

econd class [illegible] grammar, rhetoric, geography, chemistry, natural, moral,

and mental philosophy, history, and composition, with their correlative and kindred sciences.

"Third class. Mathematics, astronomy, civil engineering, law of nations, belles-lettres, and elocution, with their correlative and kindred sciences.

"Fourth class. French, Spanish, German, and Italian languages.

"Fifth class. Ancient languages.

"Fifth. The first class—reading, writing, and arithmetic—to be taught free of charge to the children of citizens residing in this township, and as many of the other classes as the public funds will pay for—observing the order of second, third, fourth, and fifth classes entirely if the fund be sufficient, and so of the third, fourth, and fifth classes successively.

"Sixth. No teacher to have charge of more than 30 regular students, provided the public fund prove sufficient to employ a proper number of teachers to instruct all the students in the first class without increasing the number to more than 30.

"Seventh. Students not to engage in the study of more than two sciences at the same time, and to continue them until they are well learned or changed by the direction of the teacher.

"Eighth. No child to be absent on days of general examination, and if absent without a satisfactory excuse to be subject to suspension for not less than one nor more than three months.

"We should, if the public fund shall be increased by any means so as to authorize such a measure, be in favor of renting or purchasing some building conveniently situated and setting it apart for the exclusive accommodation of the female children, retaining the present buildings for the males."

After this plan was read, Dr. Lipscomb being called on, addressed the meeting upon the propriety of discontinuing the Franklin Academy, renting out the buildings, and distributing the lease fund to all the children in the township in an equal proportion.

Dr. Owen was then called, and addressed the chair in favor of the union of the lease funds, for the support of the Franklin Academy, and in reply to the arguments from the opposition.

At the conclusion of Dr. Owen's address, S. H. Lester introduced a resolution to induce the meeting to come to some definite action upon the subject; whereupon Colonel Graves made a motion to amend, which being agreed to by Mr. Lester, Colonel Graves proceeded to make some very forcible and relevant remarks upon the whole subject as discussed, and the various means by which the Franklin Academy might, in time, be increased to a college equal to William and Mary of Virginia.

He was followed by Messrs Mitchell, O. P. Brown, and Colonel Holderness, who made some inquiries and remarks of explanation.

The resolution as amended was then read by Mr. Lester, to the following purport:

"*Resolved*, That this meeting will support for trustees such men as will sustain the Franklin Academy and observe in their administration the improvements introduced by Dr. Winter, so far as is practicable at the present time, and who will continue the whole of the lease fund in its support, except so much of said fund as shall be apportioned to the use of the children of this township living 2½ miles from the Franklin Academy."

The question was then put by the chair upon the adoption of this resolution as amended, and decided in the affirmative by a unanimous vote, except one or two voices.

On motion, the following gentlemen, to wit, Whitfield, Winter, Fields, Owen, Graves, Bartee, and Lester were appointed a committee to agree upon a ticket for trustees who would carry into effect the views of this meeting.

JAMES A. LYON, *Chairman*
S. H. LESTER, *Secretary*.

committee met at 9 o'clock on the next day and nominated the following men to compose the Franklin Academy ticket, viz, John S. Topp, R. M. Talia- James Whitfield, James H. Tate, and P. B. Wade. The election on the same sulted in the success of the entire ticket.[1]

e modified plan was immediately put into operation; without, ver, any change in the teachers. The first class was free; the d, third, and fourth classes were required to pay tuition fees of 8, and $12, respectively, per session of four months.[2]

ch were the forming processes through which this school passed. e is wanting in which to follow the history step by step. Suffice say, that under the modified plan just given more attention was to elementary education and less to the higher, until as an ental result there were established the celebrated Columbus le Institute and the Odd Fellows' High Male School.

e academy continued under this character of management until lestruction by fire of the Odd Fellows' school building, when it began to attract strongly the public attention, and gradually ained its former high grade, and that grade it now maintains.

om the organization of Franklin Academy, in 1821, to the present 1891), its doors have been open and its forms filled for a period ne months in each year. In the winter of 1875–76, and by the white ature, a change was made in the charter, by which a branch of the emy was created for the use and benefit of the colored people of the ship. For the accommodation of that branch the buildings used by ool established under the auspices of the Freedman's Bureau were nased. This branch has also been uniformly kept open for nine hs in each year, thus largely exceeding the period required by the al law.

ice the adoption of the constitution of 1869, in which there is provi- for public schools, the revenue of the academy has been increased s pro rata of the State school funds, its annual receipts from this e being about $1,800, the amount varying with the receipts from r licenses throughout the State. From the county school tax r the general law of the State the academy derives as its pro rata t $10,000 per annum. For several years past this income has not wholly expended, and the accumulated surplus of about $12,000 w being used in the erection of an additional school building of , three stories high, with fine architectural proportions and with e conditions of improved sanitation. This building is now just leted, and there is a promised addition to the already liberal cur- um of the Franklin Academy, a department of physical culture and strial training. It is a public school, and the directors are chosen opular election every two years; and in a community of even need intelligence, such as Columbus is, much is still needed to ct the masses as to the importance of scientific physical culture

[1] Southern Argus, March 29, 1842. [2] Ibid., July 6, 1842.

and industrial training in any school. Thanks, however, to the agitation of the subject by some better informed citizens, these needs will soon receive recognition, and the already great usefulness of the academy will be further increased.

The school is under the presidency of Prof. Pope Barrow, a graduate of Randolph-Macon.

The aggregate attendance per annum of both branches is about 800 pupils.

# Chapter VI.

## MISSISSIPPI COLLEGE.

e Hampstead Academy was incorporated in 1826. It was to be ed at Mount Salus (now Clinton), in Hinds County. F. G. Hopkins resident of the school; Gideon Fitz was president of the trustees. is found the scion from which grew what is now one of the most l and flourishing colleges of the State. The village in which situated is 10 miles west of Jackson, and on the railroad to Vicks- . In that day it was of far greater importance than now. The United States land office located in the State was established in on, and many of the most prominent men of the State had resi- s there.

e school at the first was the outcome of private enterprise; dona- were made by individual subscribers. When incorporated it was existence. Its active work began in January, 1827. On the 5th bruary of that year an act of the legislature was passed by which ame of the institution was changed to "The Mississippi Academy," o it was donated for a term of five years from the 25th of Feb- , 1825, the rents of such portions as had then been leased of the tions of land granted by Congress in 1819 for the aid of an insti- of learning.

April, 1827, the trustees published this announcement:

MISSISSIPPI ACADEMY.

is hereby given that Mr. F. G. Hopkins has opened a school in the above- ned institution under the control and influence of the trustees.

Hopkins, having taught school last year in this neighborhood, is known to be g gentleman of moral, genteel deportment, well qualified as a teacher, and [illegible] attention to the morals and manners of his students, and to the promo- [illegible]

school has been in operation about three months and now contains upward students [illegible] assistant is employed, and others will be procured should the [illegible] Both male and female students are admitted, and a [illegible] the particular control of the females as soon as the [illegible] authorize it. The house is so constructed that the males [illegible] entirely unconnected when it shall be necessary. The [illegible] completed this year, and when finished will [illegible] students. It is pleasantly situated on a delightful [illegible] Mount Salus. The neighborhood has hitherto been remarkably [illegible] springs affording water of the best quality.

[illegible] the principles of discipline are such as have been [illegible] of our country, both being conducted according to [illegible]

MISSISSIPPI COLLEGE—MAIN BUILDING, CLINTON.

the enlightened views of the present day. In the English department will be taught the rudiments of common education, together with the English grammar, geography, the use of the globes, the projection of maps, and history. In the classical, the Latin and Greek languages, the various branches of mathematics, with their practical application, natural philosophy and astronomy, chemistry and rhetoric. Young gentlemen who contemplate taking a collegiate course of education may here be prepared to enter, or take an advanced standing, in any of the colleges of our country; and in conducting their preparatory studies a particular regard will be had to the course pursued in the colleges at which they design graduating. Price of tuition per quarter, $7.50 for an English student and $10 for a classical one, payable at the end of each quarter; the quarter to consist of twelve weeks. * * *

GIDEON FITZ,
*President of the Trustees.*

Under such conditions did the Mississippi Academy get under way. It had been fortunate in securing some State patronage. Naturally enough, that success excited in the patrons and friends of the institution higher aspirations than had before been entertained. There yet remains a letter which shows the existence, long before its present excellent connection was formed, of a strong effort to get this academy established as the State University. The writer was a gentleman of prominence in that day, a lawyer and a partner in practice of Governor Poindexter. It is hardly necessary to state who John A. Quitman was; afterwards general, chancellor, and governor. The letter is as follows:

MOUNT SALUS, *April 11, 1828.*

DEAR SIR: The trustees of the Mississippi Academy have adopted a course which I believe was suggested by yourself to some of them during last winter, of appealing to the liberality of the citizens of our State for such assistance in the way of donations as will enable them, in aid of their present means, to give to this institution a capacity and standing worthy of the name which it bears—at which the Mississippians may in a short time find a home market for the attainment of the most liberal education. We can not expect by private funds only, in this small State, to furnish everything that would become necessary for the establishment and accomplishment of an academy or college of the first order. But our object is to lay the foundation of such a school, and to advance it as far as practicable from such resources, and then to yield it up in its attractive dress entirely to the State. Our State possesses a valuable parcel of lands, granted by the General Government for the use of "a seminary of learning," which were judiciously located by Governor Leake, and which would, if devoted to one institution, as designed by the act of Congress, yield an ample fund for its liberal endowment. Some efforts have been made in our legislature (but so far without success) to partition the proceeds of these lands among the several counties, and thereby effectually squander them, as the 3 per cent fund has already been. The power of the legislature under the phraseology of the grant of the General Government to make such distribution was all that prevented its being made. Provided the trustees of this academy could speedily advance it to a promising condition, I think the legislature would be willing to accept a donation of the academy's improvements and property, and that as a child of the State it would stand a fair chance to inherit those school lands. This is the state of things to which all the trustees look anxiously, and our chief object is to place the academy in a dress the most attractive and acceptable to the State.

I am informed that an address of the trustees, appended to a subscription paper, has been forwarded to you which will show our present prospects. Terms have been proposed, and partly acceded to, to engage Miss Johnston, of Port Gibson, as a female teacher at the academy.

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MOUNT SALUS, *April 11, 1838.*

DEAR SIR: The trustees of the Mississippi Academy have adopted a course which I believe was suggested by yourself to some of them during last winter, of appealing to the liberality of the citizens of our State for such assistance in the way of donations as will enable them, in aid of their present means, to give to this institution a capacity and standing worthy of the name which it bears—at which the Mississippians may in a short time find a home market for the attainment of the most liberal education. We can not expect by private funds only, in this small State, to furnish everything that would become necessary for the establishment and accomplishment of an academy or college of the first order. But our object is to lay the foundation of such a school, and to advance it as far as practicable from such resources, and then to yield it up in its attractive dress entirely to the State. Our State possesses a valuable parcel of lands, granted by the General Government for the use of "a seminary of learning," which were judiciously located by Governor Leake, and which would, if devoted to one institution, as designed by the act of Congress, yield an ample fund for its liberal endowment. Some efforts have been made in our legislature (but so far without success) to partition the proceeds of these lands among the several counties, and thereby effectually squander them, as the 3 per cent fund has already been. The power of the legislature under the phraseology of the grant of the General Government to make such distribution was all that prevented its being made. Provided the trustees of this academy could speedily advance it to a promising condition, I think the legislature would be willing to accept a donation of the academy's improvements and property, and that as a child of the State it would stand a fair chance to inherit those school lands. This is the state of things to which all the trustees look anxiously, and our chief object is to place the academy in a dress the most attractive and acceptable to the State.

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trustees entertain a high sense of your friendly disposition toward this school, ou will lay them under increased obligations by your friendly exertions in ing such engagements under the subscription forwarded you as the liberality ir friends may incline them to make. I think Captain Cook, who displays liberality and patriotism in these matters, would say something for our acad- n the Ariel, as to its situation, advantages, present prospects, etc., if furnished such facts as you will be able to supply him with. Such a notice would have py effect. Let me hear from you.

Your friend,

ISAAC CALDWELL.

t. JOHN A. QUITMAN, *Natchez*.

lorsed:) No answer; a personal interview intervened.[1]

e generous ambition disclosed by this letter was not destined to owned with the highest success. Yet still it met a measure of ess.

the annual message to the next legislature Governor Brandon :

Mississippi Academy during the past year has been in a most flourishing tion. From 80 to 100 students have rewarded the labors of their professors he liberality of those who have patronized the institution. A small pecuniary ance would place it in a position to insure future prosperity.[2]

ereupon the legislature passed an act whereby the sum of $5,000 loaned to the academy, to be expended in the erection and pletion of the necessary buildings.[3]

this time the college was under the control of Daniel Comfort as resident, a man of great mind and strong heart, a scholar and a leman in every sense of the word. He so impressed on his pupils ise of affectionate reverence that the sentiment followed them igh life. In an address delivered at Madison College, thirty years , Governor A. G. Brown took occasion to pay an eloquent and ng tribute to his memory.

the legislature of 1830, a committee of the trustees of the acad- presented a communication dated February 2, 1830. The legisla- is thanked for the loan of $5,000, as well as for the donation of seminary land rents; and a framed list of names of donors to the emy, is presented. The situation is then described. The academic e erected chiefly by individual munificence) was completed. It ined four handsome rooms, was 39 by 50 feet, and of two stories. s and tables were furnished for two of the rooms; but instruments, s, maps, etc., had not been obtained. The brick work of a neat [illegible] 40 feet, intended for a female department, was [illegible] of the teachers' house, two stories high, 32 [illegible] was nearly completed.[4]

[illegible] was to obtain on December 30, 1830, an amend- [illegible] the institution whereby its name and grade were

[1] [illegible] pp. 14, 15.

[2] Acts of 1829, p. 54.

[3] [illegible]

[4] House Journal, 1830, p. 194.

changed to that of "Mississippi College." The implication of the name, however, did not exist. It was not adopted as a State institution. It was under a board of management nominated by the citizens of the town.

The following account of a commencement in June, 1832, will be interesting:

MISSISSIPPI COLLEGE.

*Male department.*—The examination of the pupils of this institution closed on Friday, the 15th instant. On Monday (forenoon), Thursday, and Friday the students in this department were rigidly examined in their various studies. The young gentlemen in the classics distinguished themselves in a manner highly creditable; such was the spirit of emulation among them that it would be difficult to distinguish anyone in particular. The oratorical society exhibited on Tuesday and Thursday nights. This society elicited the most unbounded applause, and promises a high degree of usefulness and to become a valuable auxiliary in the school. The composition (original) was elegant, and the elocution superior.

*Female department.*—This department is divided into four classes, and the studies of each class prescribed. The first class is distinguished by a red badge; second class, pink; third class, blue; fourth class, white.

On Monday forenoon those studying music were examined, and it would be ungenerous to withhold the meed of the praise; their performance met the admiration of a large and respectable audience. On Tuesday and Wednesday the young ladies were examined by classes. Each class, stimulated by a laudable emulation to excel, afforded a triumphant refutation of their supposed incapacity of high scientific attainments.

On Wednesday morning two young ladies graduated. The ceremony of graduating and conferring the degrees was truly imposing, and excited the most lively interest. After conferring the degrees the young ladies were presented with a gold medal, with suitable inscriptions, and a diploma.

The president delivered a valedictory address, pointing out in a clear and comprehensive manner the duty and delicate case of females, and concluded by pathetically admonishing them never to lose sight of the high destiny which awaits the female of a refined and virtuous education.[1]

The institution was organized, in 1834, in two departments, a male and a female. Each was entirely distinct from the other, being provided with separate buildings, as has been shown, and had its own faculty.

In 1835 and 1836 the male academy was in the hands of I. N. Shepherd and E. W. F. Sloane. The school was thriving. The teachers claimed their course of study to be as extensive as that pursued at any Northern institution of similar grade, and sought to give their scholars a thorough knowledge of the branches studied. It was their custom to deliver public lectures on chemistry and natural philosophy every Friday evening, and the lectures were illustrated by experiments made in the presence of the audience.[2]

At the same period the female department was in the hands of Mrs. Caroline M. Thayer as principal, and an associate, a Miss Parker. Mrs. Thayer was a distinguished authoress, from New York originally.

[1] From the Constitutional Flag.

[2] Clinton Gazette, November 28, 1835; January 1, 1836.

had served for several years as superintendent at the Elizabeth ale Academy with great credit for herself and success for the tution.

ere was, however, no head, no common president. The board of ees, Robert H. Buckner, president, were in treaty with gentlemen igh reputation and attainments, hoping to secure an acceptable In October, 1836, those negotiations resulted in the making of . E. N. Elliott, A. M., of the Indiana University, president. There then a complete change of faculties. In the male department, ident Elliott took the professorship of mental and moral sciences, J. W. Maxwell as professor of languages and literature, and D. M. tt as professor of mathematics and natural sciences. In the female rtment, Mrs. Thayer having left, Professors Henry Strong and ge P. Strong, and Mrs. Sarah K. P. Failes were made associate ipals, with three assistants, and instruction was promised in every ch of science, polite literature, and ornamental education—Latin Greek being classed under the last head, along with music, draw- embroidery, etc.[1]

ring this period the college seems to have achieved some reputa- It is noticed, together with Jefferson College and Oakland Col- in the Mississippi and Louisiana Almanac for 1837, published at hez. But it was in financial trouble. The expenses amounted to 00 per term; its gross earnings were less than $580. And, while 00 was subscribed, only $2,000 was in fact available. The institu- became so much in debt to President Elliott and his associates in November, 1837, they resigned. The trustees then tried to ge with the trustees of the sixteenth section school fund a union tablish a "respectable school in Clinton," but no good result was ed.[2]

ward the end of the year 1839 Prof. George P. Strong gave up the ge of the female department. Both departments were then placed r the charge of Prof. H. Dwight, A. M. (lately from the college of siana), and his wife, assisted by Miss H. Potter, an experienced ner of instrumental music.

e trustees, finding that they could not enlist the sympathies of the le nor open their purses to the extent deemed desirable, and per- discouraged by such frequent changes in the faculty, determined tablish the college as a denominational institution. It was thought [illegible] of the people of the State would be more certainly [illegible] that [illegible] done.

e Mississippi Conference of the Methodist Church was at that time [illegible] a college, and overtures were made to that body in 1841 to [illegible] Mississippi College, with all its improvements and apparatus,

[1] [illegible] 18[illegible]7; April 10, 1838, March 19, 1839; February 19, 1840.
[2] [illegible] 1837; Natchez Free Trader, December, 1837.
[3] [illegible] Mississippi College, pp. 7, 8.

and a bonus of $20,000. The offer was declined by a vote of one majority of the locating committee in favor of another proposition, which came from Brandon Springs. Had this one vote gone the other way this institution would now be the Centenary College of the Methodists.

After this miscarriage the college was, in 1842, placed under the control of the Clinton Presbytery. It was then given a new start, with a strong faculty. Rev. Alexander Campbell, formerly president of Sharon Academy, was president; Rev. Robert McLain, professor of mathematics and natural philosophy; Edward Pickett, M. D., professor of chemistry; Rev. C. Parish (formerly president of the Holly Springs Female Institute), professor of ancient languages; U. W. Moffit, principal of the preparatory department. The female department was under the superintendence of the president, assisted by Miss H. E. Gillespie.

Under the new management the institution made more solid advancement. It became necessary to talk in the board meetings of the form of diplomas to be used in time to come. The honorary degree of D. D. was conferred on Rev. A. Newton, Rev. A. Converse, and Rev. Elias Converse, of Philadelphia. A theological professorship was added and Dr. Newton called to fill it.[1]

At the commencement held on the 30th and 31st of July, 1845, Mr. M. A. Foute, of Jackson, received the degree of bachelor of arts, and is therefore entitled to the honor of being the first male graduate of Mississippi College. At this time (1845–46) the female department had passed into the hands of Dr. Newton, who was an educator of great experience. He was assisted by John P. Mapes, late a professor in the male department, and by Miss Eliza Warren, who was a lady of high literary attainments and of much experience in teaching. She had been educated in Europe, and was a linguist and musician.

In 1846 Rev. P. Cotton was president of the college, and he seemed to inspire the hopes of success to such a degree that the trustees became individually responsible for large sums of money, when, to their dismay, he offered his resignation, having been tempted by a better offer elsewhere. The board immediately selected Rev. C. Parish, who became president in 1848. * * * There was yet no endowment and the president received his pay from the tuition and $200 besides. The affairs of the college began again to decline and an exhibit of their condition was made, showing that there was an indebtedness of $782.33 and no money to pay it, and but little patronage. In this state of things, believing that its failure was due in a great degree to its denominational character, the board asked the Clinton Presbytery to release them from any and all obligations in the matter, which was done in July 27, 1850.[1]

This severance of the relation between the presbytery and the college was immediately followed by a resolution of the board tendering the institution to the Clinton community, unencumbered by any claims of the board, and agreeing to elect as their successors any persons who should be nominated by the community. Thereupon "a public meeting of the citizens was called to meet at the Presbyterian Church in Clinton to suggest measures for building up a literary institution at

[1] History of Mississippi College, pamphlet by A. V. Rowe.

place. Resolutions appointing a nominating committee and com-
e for liquidating indebtedness were made, and one to procure a
laim from the presbytery. A new board was organized, which
diately began to canvass for president and teachers. The presi-
y was offered to Rev. William Cary Crane" (later for many years
r of the Protestant Episcopal Church at Jackson), "the professor-
of language to Rev. I. Comfort, and of mathematics to Rev. C.
h. The last was the only one who showed a willingness to accept."
wever, nothing came of these negotiations; but a better fate
ted a negotiation begun in August, through the Rev. T. Ford,
h resulted, in the following November, in a transfer of the entire
ings, grounds, and apparatus of the college to the Mississippi
ist State Convention, on the condition that the property should be
for school or college purposes. In the late fall of 1850 the school
ed its first session under the auspices of the convention.

as without endowment; grounds and buildings much out of repair, and a his-
y no means inspiring. The trustees, however, had faith in what they were
taking, and with high hopes pledged themselves individually for claims to
nount of $1,700, and contributed between $500 and $1,000 for the purchase of
onal apparatus. It was deemed right to make only such advances as the
ution itself made a demand for, and with this idea Mr. I. N. Urner was made
pal of the preparatory department. The first session began with one teacher
losed with three. There were enrolled during this session 84 students.
Baptist State convention met in 1851 at Aberdeen, and resolved to raise
00 endowment; and W. M. Farrar was employed as agent [to canvass for that
se] for the college for the ensuing year. The session of 1851–52 opened with
as many students as the previous session had closed with. There were
nts prepared for college classes, but the trustees said it would be derogatory to
omination numbering 30,000 to call an institution a college which had not a
of available endowment.

November, 1852, the sum of $20,430 had been subscribed toward
ndowment, and Rev. E. C. Eager was then appointed agent. The
ving session, that of 1852–53, was marked by the issuance of the
catalogue, and its roll of students numbered 92. I. N. Urner was
oted to be principal and lecturer on physicial science; J. M. Ellis
teacher of ancient languages; Sim. S. Granberry, principal of the
aratory department; and H. S. Bradford, teacher of mathematics.
the following session, 1853–54, college classes were organized.
buildings then were what are known as the middle building, the
aratory department, and the brick house destroyed by fire in 1877.
apparatus on hand was worth $2,000.
June, 1854, Mr. C. C. Granberry graduated—the first under the
st management. The undergraduate college classes consisted of
ors, 5 sophomores, and 9 freshmen.
the fall of 1855, at a meeting of the convention at Clinton, it was
ved that "the Mississippi College has reached a point when its
ss and future prosperity imperiously demand the immediate
intment of a suitable president." But the appointment was not

History of Mississippi College, pamphlet by A. V. Rowe.

made in fact, Mr. Urner being enrolled as performing the duties of president pro tempore.

In 1858 the subscription to the endowment had reached $102,800 principal and $21,917.91 interest, of which $34,994.76 principal and $13,439.40 interest had been paid in. Three hundred and fifty names were on the roll that made up the amount, and the subscribers lived in different portions of the State. It was necessary to employ agents to collect the subscriptions; and from that necessity and failure to collect interest there was an annual loss to the college of $2,500.

At this time a special subscription for the purpose of erecting a college chapel, to be used as a church, was started. The building was contracted for and was completed in 1860; the total final cost being about $30,000. In that year, also, Mr. Urner was formally made president, and the session of 1860–61 witnessed an attendance of 11 candidates for graduation, and 217 students of lower classes.

In the spring of 1861 some of the students and three of the teachers, under the command of one of the trustees, formed a military company, called the "Mississippi College Rifles," and joined the Confederate army. The trustees, however, resolved to continue the school in spite of the war. At the session of 1861–62 there were about 40 students. Two graduated in February. "No catalogue was issued. The history of the college teachings during the war would be little more than that of an ordinary town school, with the single exception that the teacher wore the dignified title of president and professor of moral and intellectural philosophy and evidences of Christianity. The buildings had been yielded to the demands of war, and were used as hospitals for sick and wounded soldiers. The town of Clinton suffered much from the Federal army. Many houses were destroyed, and it was with difficulty that President Urner, aided by President Hillman, of Central Female Institute, preserved the college buildings from the general ruin which overtook the town, and the special threatened destruction which was made against the college buildings."[1] The buildings, library, and apparatus were all preserved, however, without any material injury.

But the results of the war annihilated the endowment fund. Nor that only. The subscriptions had been mostly in the shape of the purchase of scholarships; and, while only 78 of the 185 scholarships had been paid for in full, yet the owners of the 78 were exercising their rights when they needed to do so. At the sessison of 1865–66 two-thirds of the students came on scholarships, and thus only one-third of the expenses were met. There was further trouble. About $7,000 was owed on unpaid salaries, and for five years this debt constituted a most embarrassing and menacing incumbrance. It was finally paid in 1872.

In September, 1867, Dr. Walter Hillman, a graduate of Brown University, and who has been mentioned already, was elected president. Beginning with one assistant and 11 students, and with a total enrollment for the session of 29, it was a gloomy prospect.

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[1] Circular letter of President Webb, 1887.

e session of 1868–69 showed an attendance somewhat larger, with reshman and sophomore classes organized. In the next, that of -70, the faculty was enlarged, including the president, one pro- r, the principal of the preparatory department, and two under- uate instructors; and there were 101 students, of whom 20 were llege classes.

1870 a plan was conceived of associating with the Mississippi ention the Arkansas and Louisiana conventions in the support e college, with the hope of building up a grand university that ld reflect honor upon the three States. Resolutions warmly oving the project were passed by the Arkansas convention, but of Louisiana was rather indifferent. Nothing seems to have come the movement, except that it attracted some patronage to the ge from those States. The idea seems to have been finally aban- d in 1879.

1872 the convention resolved to engage in raising another endow- of $100,000, and this work was committed to M. T. Martin, ssor of mathematics in the college. He succeeded, in about twelve hs, in obtaining subscriptions to the amount of $37,000, which nt was increased to $40,000 by a recovery of some lost bonds. the financial crash of 1873 rendered these subscriptions almost hless. The money pledged could not be paid.

1872 President Hillman resigned and the present incumbent, Rev. , Webb, D. D., a graduate of Madison University, was elected. ange was made also in the course of study, by which the college divided into six schools, in each of which a certificate of gradu- might be obtained, but a full diploma only on completion of the e course.

1873 and 1874 the surrender of many of the old scholarships h had embarrassed the institution by reducing its tuition receipts, secured, and this was quite a relief. But the times did not ove. By the year 1876 "a considerable debt to the faculty had contracted, the subscriptions were still unpaid and most of them llectible, and thus ruin seemed inevitable. Just here," says Pres- Webb, "our history reads like a romance. It was dire reality, ver, and stern prose to those who made it. The faculty came to escue of the college and saved it. They proposed to dismiss one er number, those remaining to do the work of all, and with their ished force to carry on the college for what they could get—salary o salary. They were all poor men and dependent upon their sal- the support of their families. But they believed it could be and were willing to attempt it. Since that time they have receipted heir salaries at the end of each year, whether they received them or."

The year 1891 a third effort was made to raise an endowment fund, the sum of $60,000 was secured for that purpose.

Annual letter of President Webb, 1887.

The convention furnishes, from year to year, a contribution to the running expenses of the college. The following financial statement, made in 1890, will give an idea of the financial workings of the institution:[1]

RECEIPTS.

| | |
|---|---|
| From tuition | $5,496.78 |
| From rents | 587.30 |
| From contributions | 1,775.73 |
| Total | 7,859.81 |

EXPENDITURES.

| | |
|---|---|
| Salaries of teachers | 8,000.00 |
| Incidental expenses | 975.00 |
| Total | 8,975.00 |
| Deficit | 1,115.19 |

PLAN OF ORGANIZATION.

In this institution, except the preparatory department, there is no regular curriculum. Degrees are conferred when the prescribed studies have been mastered, not when the fixed course has been passed over. The organization, for the present, consists of a preparatory department and the following nine schools, viz: A school of mental and moral science, a school of Latin, a school of Greek, a school of mathematics, a school of natural sciences, a school of English, a school of modern languages, a commercial school, and a military school.

PREPARATORY DEPARTMENT.

*Prof. O. M. Johnston, principal; R. H. Hudnall, assistant.*

This department consists of a primary school of two years and a grammar school of four years. A student who completes the studies of this department will be thoroughly prepared to enter the higher schools of the college or the freshman class of any college or university in the country.

COLLEGIATE DEPARTMENT.

1. SCHOOL OF MENTAL AND MORAL SCIENCE.

*President W. S. Webb, D. D.*

One year (and the last year of the course): Mental philosophy, logic, in the first term; moral science, political economy, in the second term.

2. SCHOOL OF GREEK.

*Prof. S. C. Mitchell*

Junior: Homer, Herodotus, Demosthenes, progressive exercises, Hadley's grammar, Liddell and Scott's lexicon.

Intermediate: Euripides, Sophocles, Plato, original exercises, Kuhner's large grammar, Smith's History of Greece.

Senior: Æschylus, Sophocles, Thucydides, Aristotle, Goodwin's Moods and Tenses, Brown's Classical Literature.

[1] Proceedings Fifty-second Session Mississippi Baptist Convention, p. 58.

GRADUATE COURSE.

s class is designed for those graduates in Greek who wish to pursue a course of ıg in such authors as are, either from their form or subjects, less suited for the ır school. It comprises, therefore, a more extended course of studies, and also :f course of lectures on philology, comparative grammar, and the science of age. Text-books: Aristophanes, Aristotle, Plato, New Testament, Müller's :e of Language.

3. SCHOOL OF LATIN.

*Prof. A. J. Aven, A. B. and A. M. (University of Mississippi).*

ior: Gildersleeve's Grammar, Latin composition (Allen and Greenough), Cicero's ons (Chase and Stuart), Virgil (Chase and Stuart), Cicero de Senectute and de tia (Chase and Stuart), history (Liddell's Rome), Andrew's Freund's, or Lid- Lexicon.

ermediate: Gildersleeve's Grammar, Latin composition, Livy, Horace, Cicero ad sos, Agricola and Germania of Tacitus.

ior: Madvig's Grammar, original exercises, Cicero de Officiis, Tusculan Dispu- s, Juvenal (Gildersleeve's), Annals of Tacitus, Browne's Literature.

GRADUATE COURSE.

ginal exercises, critical reading of Ars Poetica, Persius, Quintilian, Tacitus, es on philology and prosody.

4. SCHOOL OF MATHEMATICS.

*Prof. J. G. Deupree, A. M.*

ddition to two preparatory years, this school comprises four years in the col- e department, as follows:

t year: Wentworth's Complete Algebra, ten months.

ond year: Wentworth's Geometry, plan and solid, six months; Wentworth's nometry, plane and spherical, four months.

rd year: Wentworth's Surveying and Navigation, four months; Wentworth's tical Geometry, six months.

rth year: Olney's Calculus, five months; Loomis's Treatise on Astronomy, five ıs.

5. SCHOOL OF NATURAL SCIENCE.

*Prof. James F. Sellers, B. A. (University of Mississippi).*

s school embraces a course of four years, one of which is considered preparatory. ollowing is the schedule of studies:

t year: Maury's Physical Geography.

ond year: Human anatomy (Cutter), geology (Dana); Ref., Lyell's Principles.

rd year: Chemistry.

rth year: Physics or mechanics.

these studies are taught by lectures as well as text books. The means of ation are ample in this department, consisting of maps, charts, and plates; col- ıs of human bones, dried preparations of the different parts and organs of the ı body, microscopic sections and skeletons and alcoholic preparations; a large ber of mineralogical and geological specimens. Numerous experiments in chemistry rformed and geological excursions are often made in the surrounding country. ıboratories are extensive and well stocked with all the material necessary for the this department.

GRADUATE COURSE.

ıra chemistry, qualitative and quantitative; mineralogy ı metallurgy.

6. SCHOOL OF ENGLISH LANGUAGE AND LITERATURE.

*Prof. Richard M. Leavell, B. A. and M. A. (University of Mississippi).*

Junior: Anglo-Saxon Grammar and Reader (March), History of English Language (Lounsbury), Supplee's Trench on Words.

Intermediate: Anglo-Saxon continued (Harrison's Beowulf), Carpenter's English of the Fourteenth Century, Shaw's New English Literature.

Senior: Hale's Longer English Poems; Hudson's Life, Art, and Character of Shakespeare; Hudson's and Rolfe's Select Plays; prose selections from Bacon, Milton, Addison, De Quincy, Carlyle, etc.

7. SCHOOL OF MODERN LANGUAGE.

*Professors Aven and Dempree.*

*German.*—Junior class: Otto's Grammar and Reader, history of Germany.

Senior class: Selections from Goethe, Schiller, Schlegel, and current German periodicals; Whitney's Grammar, Evans's Literature (in German), Grieb's or Adler's Dictionary.

*French.*—Junior class: Otto's Grammar and Reader, Télémaque.

Senior class: Picciola, selections from Scribe, Racine, Corneille, Molière, and modern works; Deayere's Grammar, French literature, Spiers and Surrenne's Lexicon.

8. SCHOOL OF GENERAL HISTORY AND OF HISTORICAL BIBLE STUDY.

*Professor Mitchell.*

9. COMMERCIAL SCHOOL.

*Prof. O. M. Johnston, B. A. (Mississippi College).*

The course of study embraces, in brief, theoretical and practical bookkeeping, commercial arithmetic, spelling, essentials of English, business writing, business correspondence, business law for business men.

*Time to complete the course.*—By entering at the opening of the session the commercial course can be finished by the close of the first half-session, since the whole afternoon will be devoted to work in this department.

STENOGRAPHY AND TYPEWRITING.

Facilities are provided for instruction in these two important branches of business education.

9. MILITARY SCHOOL.

The object of this school is to secure a proper development of the physical system, to promote habits of promptness, regularity, and obedience, and to encourage economy in dress. About one hour each day, when the weather is suitable, is devoted to drill.

As in other schools, entrance is voluntary, but no student, having entered, can leave it except upon certificate of disability issued by the surgeon of the company.

Arms are furnished by the State. Uniforms are furnished at New York prices, with freight added. During the present session suits have cost $16.50.

DEGREES.

Any student completing the first six schools of the college, as now organized, will be entitled to the degree of A. B.; those completing the schools of moral science, mathematics, natural sciences, English, and Latin will receive the degree of B. S.; those completing the schools of moral science, Greek, Latin, English, and chemistry of the natural science school, will be entitled to the degree of B L. Those completing one school will be entitled to a certificate setting forth their special attainments.

se who have taken the degree of A. B. will be entitled to that of A. M., in e, when they have pursued a course of study, either in the college or after ave left the institution, which shall be adjudged by the faculty as being equal o years of college work.

APPARATUS, ETC.

extensive apparatus and libraries and other appliances formerly belonging to llege were all preserved during the war. To these valuable additions have made, and others will be made each year to meet the necessities that may arise. ides the cabinet of geology and mineralogy belonging to the college, the nts have the use of a cabinet formerly belonging to the professor of geology, he property of Dr. Hillman.

college library and those of the two literary societies contain about 6,000 es.

889 Dr. Robert Kells bequeathed a sum of money to the college for the pur- of erecting a brick cottage as a memorial of his wife and himself, the rents to d in educating at the institution a candidate for the ministry. The chancery has fixed the amount to be devoted to this purpose from Dr. Kells's estate 000.

THE ATTENDANCE AND EXPENSES.

e patronage of the institution for the eight years last passed (1891) averaged 227 students. In that period the largest attendance of one year was that of 1882–83, being 244; the smallest, that of –84 and 1885–86, being 210 each.

statement can be made of the relative numbers in the preparatory collegiate departments. The institution is organized into schools, tated, and each school includes both classes of students; so that ds are not kept on the basis of a classification into preparatory collegiate members.[2]

penses of attendance vary from $130 per year, the lowest estimate rimary students, to $220, the highest estimate for college students. nistry, French and German, and typewriting are extras.

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Dr. Webb's letter of October 13, 1888.

UNION FEMALE COLLEGE.

## Chapter VII.

### FEMALE COLLEGES IN MISSISSIPPI.

#### OXFORD FEMALE ACADEMY AND UNION FEMALE COLLEGE.

The Oxford Female Academy was incorporated in 1838, two years after the organization of the Chickasaw cession into counties, and was the second institution of learning chartered within that extensive and fertile territory, the Hernando Academy being the first.

The academy was ably conducted for sixteen years by several principals, first in order among whom was Miss Charlotte Paine, a northern lady, who was formerly teacher of botany and physics in the Holly Springs Female Institute. Her first session closed December 3, 1839, with 34 students. On this occasion she delivered to her pupils a closing address, which is still extant, and is of remarkable elegance and force.

Miss Paine was succeeded by the Rev. James Weatherby, A. M., who had a corps of three assistants, including the two teachers of ornamental work and of music. The literary school was divided into three departments, the primary, the middle, and the advanced. The following was the course of study for the advanced department:

Comstock's Natural Philosophy; Comstock's Chemistry; Lincoln's Botany; Playfair's Euclid; Day's Algebra; Newman's Rhetoric; Alexander's Evidences; Goodrich's Ecclesiastical History; History of England; History of France; Abercrombie's Intellectual Powers: Abercrombie's Moral Feelings; Watts on the Mind; Burrett's Geography of the Heavens; logic; Roman and Grecian antiquities; political economy; composition.

In 1842, as shown by an old catalogue, there were 84 pupils, drawn from three States, and from seven counties in Mississippi. The building was a two-story brick structure, presenting very much the appearance of an ordinary dwelling house. The institute was furnished with "a complete philosophical, chemical, and astronomical apparatus, and globes," and a library was forming.

Some interest may be found in the following programme of an exhibition of the musical department under a Miss Murphy, from Philadelphia. The item is taken from an old copy of the Dollar Democrat. The special interest which attaches to this occasion is mainly to be found in the fact that the territory had been delivered from the savages only eight years before:

OXFORD FEMALE INSTITUTE—ORDER OF EXERCISES.

At the exhibition of the classes in vocal and instrumental music, to be given in the court-house of Oxford, Thursday evening, December 22, 1842.

ercises to commence at half past 6 o'clock p. m.

*Part 1.*

| | |
|---|---|
| ome to school | Class. |
| ture, Caliph de Bagdad | Piano. |
| ember | Solo. |
| O'More | Piano. |
| ! all hail | Class. |
| nti palpiti | Piano. |
| day while working at my plough | Duet. |
| lian waltz | Piano. |
| sweet birds are singing | Class. |
| ter's chorus | Piano. |
| ee Doodle, var | Piano. |
| e's no home like my own | Solo. |
| lren go | Class. |
| erella waltz | Piano. |
| C | Duet. |
| ed States march | Piano. |
| bination waltz | Piano. |
| Sanctissima | Duet. |
| ice, rejoice | Class. |
| Piu, Mesta | Piano. |
| ath | Trio. |

*Part 2.*

| | |
|---|---|
| y to school | Class. |
| am Sontag's waltz | Piano. |
| g, long ago | Solo. |
| bination waltz | Piano. |
| and turn out | Duet. |
| sail | Class. |
| hoven's waltz | Piano. |
| ovian maid | Solo. |
| s herdsman, var | Piano. |
| mountain horn | Class. |
| of Paris | Piano. |
| e come from the happy land | Solo. |
| e, brothers, arouse | Piano. |
| tle farm well tilled | Trio. |
| nightingale | Piano. |
| a-hoy | Class. |
| chase | Round. |
| them on their wending way | Class. |
| ing song | Class. |
| ter's chorus, var | Piano. |

n January, 1844, Dr. Weatherby was succeeded by S. Leak Slack, of cinnati, as principal. Mr. Slack was assisted by his wife, Mrs. E. lack, music and drawing; Miss Ann C. Smith, in advanced depart-t; Miss E. D. Ware, in primary department; Rev. W. H. Wilkins, ard; and Mrs. E. C. Wilkins, governess.

rofessor Slack, after a short period, was followed by a Mr. Collins, Vermont.

1854, not because of any weakness in the school (for it continued

to prosper), but because of a laudable desire to rise even higher in the scale of usefulness, and moved by an impression very prevalent in the State at that period that a denominational connection was the only sure road to the achievement of a great career, an arrangement was made whereby the Female Academy was turned over to the Cumberland Presbyterian Church, and reincorporated by the name of "The Union Female College," under the auspices of that denomination.

Under this name and management the college is still (1891) a working institution of high order. Its presidents have been Rev. Dr. S. G. Burney, afterwards professor of the English language and literature in the University of Mississippi, and now principal of the department of theology at Cumberland University; Rev. Dr. C. H. Bell, now of St. Louis, Mo.; Prof. R. J. Guthrie, A. B. (University of Mississippi); Rev. J. S. Howard; Prof. W. I. Davis, and Prof. H. N. Robertson.

This college, although the Fayette Academy was established earlier, enjoys the distinction of being the oldest female school in the State of unbroken history, and one of the oldest in the South. During the past half century hundreds of educated young women have gone from its halls to disseminate the principles of Christianity and morality. Its first class of alumnæ, under its charter of 1854, graduated in 1856 and was six in number, and the twenty-nine classes (the war causing a suspension of five years) show a total of 231. The average attendance is about 150 pupils. Young boys are now admitted as day scholars. There are seven members of the faculty. The literary course embraces a preparatory and a collegiate department, the latter composed of the usual four years. For those who desire to qualify themselves to teach and have not time to take the regular collegiate course, a short course covering two years is offered; the first devoted to literary study, the second to strictly normal study. There is also a school of fine art and one of vocal and instrumental music.

Expenses for day scholars range from $20 to $50 per annum; for boarders, $164. Music, art, and French are extras.

The college is supplied with chemical and philosophical apparatus, and a collection of minerals and fossils sufficient to illustrate the natural and physical sciences. The library contains 400 volumes.

The college campus of 10 acres contains several hundred native forest trees and affords ample ground for exercise and amusement. The main building is a large three-story brick; the music hall is a two-story brick, being the old academic edifice, venerable by a half century's use, and the two are connected by a corridor. The buildings and grounds are valued at $50,000 and there is no debt.

While the institution is under the care of the Cumberland Presbyterian Church and is conducted on a Christian basis, no sectarian test is made in selecting teachers, and it is patronized by all denominations.[1]

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[1] Laws of 1838, p. 75; ibid., 1854, p. 371; U. F. Col. Catalogue of 1884; ibid., 1888.

## THE PORT GIBSON FEMALE COLLEGE.

is institution is located at the town of Port Gibson, the county of Claiborne County, on the Louisville, New Orleans and Texas way. It was established in September, 1843, by the following gen- en as proprietors: James H. Maury, Benjamin G. Humphreys, Bridgers, Joseph Davenport, John S. Chambliss, Peter C. Cham- D. G. Humphreys, D. S. Humphreys, E. S. Jefferies, N. Jefferies, iel Cobun, H. T. Ellett, and G. W. Humphreys.

e institution was opened for the reception of students in April, It was fortunately exonerated from all need to do pioneer work. way had been effectually prepared for it by a series of fine schools, own of Port Gibson being one of the oldest in the State. The son Academy, under the charge of Henry C. Cox, was incorporated e territorial legislature in 1809, and ran a successful career for a er of years. The Clinton Academy was incorporated in 1826, ged its name in 1829 to the Port Gibson Academy, and worked or less successfully until about the year 1843. The earlier faculties ow unknown, but the principals in and about 1835 were E. A. and yce; from 1838 to 1840, a Mr. Smith, graduate of Brown Univer- and his wife; and thenceforward, Prof. George P. Strong and his late from Mississippi College. Mann Butler's Academy, also, a l of collegiate grade, had been in operation from 1836 to 1841, the ipal being a teacher of experience in some of the best Kentucky ls.

hen the academy the subject of this chapter was founded, there- the material for it had been already prepared. Nor even then did nd without a rival; a Mr. A. P. Merrill was conducting a female ute of high grade in the town, and held his ground.

hen the proprietors organized the academy they placed Mr. John ie, A. M., in charge. He was assisted by his wife, Mrs. Mary A. ie, and by Mr. W. L. Whitney, A. M., Miss Mary J. Smyth and Marcia Howe, and by Mr. L. G. Hartge as professor of music. The l higher classes in the English branches and the classics were pro- l for, besides instruction in modern languages, natural philosophy, istry, and music. An extensive apparatus for illustration of the es in natural philosophy and chemistry was supplied. The acad- buildings and premises donated by the founders were valued at 000.

e management of President Harvie was successful.

Fortunately the records of this institution were for a long period not kept, and it has proven impossible to obtain information as so as desired.

the 1st of February, 1854, a charter was granted by the legislature, the name of the Port Gibson Collegiate Academy.

the year 1870 the Rev. Benjamin Jones, a minister of the Meth- Church South, was president, and again in 1871.

In 1869 the institution was taken under the patronage of the Mississippi Conference of the Methodist Church, and the property conveyed to that body.

The Rev. John A. B. Jones was president during the seven years, 1875 to 1881. He was followed by the Rev. Thomas C. Bradford for the six years, 1882 to 1887. In 1888 the Rev. Edwin H. Mounger was chosen president, and the college is still under his charge (1891).

From its foundation until this day the college has been in successful operation. The turmoil and disasters of the late war, even, did not cause any suspension; and it can thus claim the longest uninterrupted career of any female school in the State—one of forty-seven years.

The degrees conferred are those of Mistress of English Literature (M. E. L.), A. B., and M. A.

The attendance has ranged from 60 (the lowest) to 125 (the highest), about one-third being boarders. The school has been freely patronized by Alabama and Louisiana, with occasional students from other States.

The expenses are $170 per annum for boarders; $45 for collegiate day scholars. Music and art are extras.

The equipment consists of a full square of the town, inclosed. There are two large brick buildings, two stories high, with necessary outbuildings, all valued at $20,000.

The faculty consists of Rev. E. H. Mounger, president, and professor of mathematics, mental and moral science, French, and Latin; Miss M. E. Compton, lady principal, and teacher of mathematics; Miss Belle M. Pierson, teacher of Latin, literature, elocution, and calisthenics; Miss A. M. C. Pearce, principal, and teacher of theory, solfege, and technique in music; Miss Mary G. Dailey, instrumental music; Miss Ruth J. Drake, assistant instrumental music; Miss Mary G. Dailey, drawing, painting in oil and water colors, embroidery, etc.; Miss M. J. Austin, manager and principal of primary department.

### THE GRENADA COLLEGIATE INSTITUTE.

This excellent college, exclusively for females, is located in the city and county of Grenada. It was established in the year 1882, but its history begins long anterior to that date.

In the year 1851 the present county of Grenada was not in existence and its territory was mainly embraced in Yalobusha, Carroll, and Choctaw counties. The Yalobusha Baptist Association was then an active denominational organization, whose circle included all of Yalobusha County, with parts of Carroll and Choctaw. That association founded a school of high grade, under the name of "The Yalobusha Baptist Female Institute." For its accommodation they erected, at a cost of $30,000, the present edifice. There was no endowment. What money they commanded came from the voluntary and varying contributions of the people.

that time the Rev. Dr. W. S. Webb, now president of Mississippi
ge, was teaching school in Grenada, and he was elected to preside
the institute. He accepted, and his school was moved into the
building in September, 1851. Dr. Webb managed the school
otably and quite successfully for six years, commanding a large
nage from the surrounding country. At the expiration of that
d he was unanimously reelected for a term of three years, but, for
nal reasons, declined to accept. Dr. Webb was, therefore, in 1857,
eded by Mr. George Granberry. At this period the institute was
dered by those interested in it the largest and best equipped,
le school in the State. It continued to prosper under the manage-
of President Granberry until the outbreaking of the civil war,
it met the common fate—suspension. During that period the
ing was used as a hospital.

the general wreck, after the war terminated, the property passed
of the hands of the Baptists. It seems that they had not fully
for the building, and the creditor procuring a sale, the property
urchased by one George W. Ragsdale, who overhauled it, repaired
roughly, and leased it in 1867 to a Mrs. Holcombe.

is lady opened, in the property, a high grade school, under the
of The Emma Mercer Institute. After several years she failed,
was succeeded by Prof. R. A. Irwin. At this period, and in the
mn of 1873, the county superintendent of public education said in
nnual report to the State superintendent:

> Emma Mercer Institute [is] an institution of considerable renown as a female
> ary, under the management of Prof. R. A. Irwin, a gentleman of high moral
> cter, a fine scholar, and a thorough educator, being assisted by his wife, a most
> able lady, who exercises a maternal supervision over the young ladies intrusted
> ir care; and with the above are associated three lady teachers of superior
> ications, making five in all, all of whom combined insure the advancement
> est interest in every respect of the highest type of mental and moral training.
> umber of young ladies in attendance averages about 80.

sout this period the Episcopalians were negotiating for the pur-
of the property at the price of $18,000, but some question arose
the safety of the title, and the negotiation was abandoned.
tly afterwards an execution for some $7,000 or $8,000 against the
r was levied on the property. At the sale which followed in 1875
hase was made by a joint stock company organized for that purpose
g the citizens.

e company changed the name of the institution to "The Grenada
le College." The Rev. D. D. Moore, of Tennessee, was elected its
president. For some reason his administration did not succeed.
e early part of the year 1878 the Rev. J. H. Armstrong was elected
dent; but before opening the school he fell a victim to the dreadful
ge of yellow fever which visited the town in the summer of that
In 1879 Dr. N. T. Scruggs took charge, and with others taught
school. He was followed by the Rev. Dr. T. C. Weir, a Methodist

minister and an educator of long experience, who, however, remained only one year. The school failed to accomplish much good.

In the year 1882, however, the property was purchased at a price hardly more than nominal for the North Mississippi Conference of the Methodist Church South. The Rev. Thomas J. Newell, a member of that conference, was elected president, and has remained in that office until this time (1891). A charter of incorporation was obtained in 1884, under the name of The Grenada Collegiate Institute. There is no endowment, and the institution has no income except its earnings.

DEGREES.

Upon those who shall have completed, to the satisfaction of the faculty, the collegiate course, excepting ancient and modern languages, the degree of M. E. L. will be conferred.

The completion of the English course, with Latin and one modern language, entitles one to the degree of A. M.

EXAMINATIONS.

Examinations of each class are held at the middle and close of each term. These examinations, except for the lower classes, are both oral and written. To each question is assigned a numerical value. The sum of these values is 100. If, upon compounding the term standing with the grade of the examination, the average is 80 per cent the pupil passes to the next class; if not, the work must be done again.

The expense of attendance is $170 per annum, music and painting being extras.

The summary of pupils for 1887–88, showing also the distribution of their works, was as follows: Primary, 56; academic, class 1, 11; academic, class 2, 22; freshmen, 46; sophomores, 32; juniors, 14; seniors, 1; irregular, 1; total, 184. Music pupils, 54; art pupils, 25; elocution, 28.

*Faculty.*—Rev. Thomas J. Newell, A. M., president and professor of natural and moral sciences; Miss Ludie Williams, M. E. L., professor of mathematics and history; Miss Mary V. Duval, M. E. L., professor of English language and literature; Miss Mary Lou Bledsoe, M. A., professor of Latin and modern languages; Mrs. Kate F. Payne, M. E. L., teacher of preparatory school; Mrs. Beulah Kimbrough, assistant teacher; Mrs. L. A. Payne, music teacher; Miss Sallie Goodloe, music teacher; Mrs. Lizzie Faut, art and elocution.[1]

THE CENTRAL FEMALE INSTITUTE, NOW HILLMAN COLLEGE.

This institution is located at Clinton, in Hinds County. It was founded in the year 1853, under the auspices of the Baptist Church (which relation it still sustains), and completed at the commencement in June, 1890, its thirty-sixth year of uninterrupted work, not having suspended its labors even during the stress of the civil war.

A school building intended to cost $60,000 was begun a short time before the war, but was never finished. The property in use before

[1] Authorities for this chapter are MSS. of Dr. Webb, Mr. Levin Lake, Dr. Newell, and catalogue of Grenada Collegiate Institute.

time was worth about $4,000. That now used consists of two large itory buildings, with assembly room and recitation rooms in other ings, detached.

e institute was incorporated in 1853, and its first president was William Duncan. Established at Clinton, already the site of ssippi College, and fostered by the Baptist Church, its success ssured from the beginning.

e aggregate attendance of pupils from the foundation to the sum- of 1889 was about 4,080, being an average of about 120 per annum- argest patronage of one year was that of 169, for 1859; the small- as about 60, for 1865. The registration for the session of 1888–89 about 125.

e pupils came largely from Louisiana, Arkansas, and Texas, as as from Mississippi; and occasionally from other States. About alf usually are boarders.

### THE COURSE OF STUDY.

e plan of instruction embraces a literary, a musical, an ornamental, an industrial department.

e literary department is immediately in charge of the president, includes a primary, a preparatory, and a collegiate course. The ary and preparatory courses are designed to lead up to the col- te course, and embrace the usual studies.

e collegiate course includes three distinct lines of study, each ng to graduation. The first or full course embraces all of the pre- ed English branches, together with the Latin and Greek, or Latin French languages, or Latin and German. The second course des, with the English branches, one ancient or one modern lan- e. The third course consists of the English branches alone.

### THE LIBRARY.

e president's private library, which contains about 1,500 volumes, ding many valuable books of reference, is accessible to the pupils. library of the Lesbian Society, which contains a large number of nes of choice standard works, is accessible to all who choose to join ociety. Large additions are made to it yearly.

### THE MUSEUM.

ere is a museum which contains an extensive and well-selected tion of specimens in geology, mineralogy, natural history, includ- ssils, shells, and algæ. It is, of course, a great aid in the educa- l work.

e expense of attendance is about $250 per annum.

### THE FACULTY.

v. Walter Hillman, LL. D., president and professor of mental and l philosophy, and of the Latin and French languages; Emil Men- professor of vocal and instrumental music, and of German; Miss

WHITWORTH FEMALE COLLEGE.

Cora E. Caldwell, teacher of elocution, English literature, Latin, and mathematics; Mrs. Carrie A. Butt and Miss Mollie A. Granberry, English branches; Miss Fannie T. Leigh, English branches and assistant in music; Miss Alice L. Yeaton, German, French, painting, and drawing.

At the commencement of 1891, the name of this institution was changed to Hillman College.

### WHITWORTH FEMALE COLLEGE.

This institution is located at Brookhaven, in Lincoln County. It was founded in the year 1859, mainly through the generosity of the Rev. M. J. Whitworth, a local preacher of the Methodist Episcopal Church South, who at that time resided 2 miles from the town.

The original frame building (that now known as the "Old College") was erected at a cost of about $15,000. The institution was incorporated under the general law of the State on the 1st of February, 1860, and opened in the spring following, under the presidency of the Rev. J. P. Lee, who had come to this State from Canada.

The college met with an encouraging patronage from the outset. It continued in successful operation under the management of President Lee until the close of its second session, in June, 1861. At this time the civil war was imminent, and Mr. Lee, yielding to the solicitations of his friends, resigned the presidency and returned to his former home in Canada.

After an interval the college was reopened in April, 1862, with the Rev. G. L. Crosby as president. It had a fair measure of prosperity until the close of the term in June. In July, however, Mr. Crosby died. The college buildings were occupied by the Confederate authorities until the end of that year as a hospital.

During the year 1864 a school was conducted in the building, but the college was not formally reorganized until 1865. In January of that year, the Rev. George F. Thompson, a minister of the Methodist Church South, was elected to the presidency. Under his administration, which lasted until 1867, the success of the school was but moderate.

In April, 1867, the board of trustees elected to the presidency the Rev. Harvey F. Johnson, a member of the Mississippi Conference of the Methodist Episcopal Church South, and at that time president of Madison College, at Sharon, Miss. It was a most fortunate choice.

The success of the college under his administration has been fitly termed phenomenal. On taking charge he found the property greatly in need of repairs and encumbered with a debt of $2,800, the settlement of which he assumed as a personal obligation. So rapidly did the school increase in patronage and public favor, that additional buildings were demanded, and the old chapel, now called Calisthenic Hall, and the music and art halls were built at the personal charge of the president, amounting to about $8,500. In 1878, the patronage of the college continuing to increase, called for larger and more permanent buildings, and in August of that year ground was broken for Margaret Hall, named by the board of trustees in honor of Mrs. Margaret

ohnson, the wife of the president, who, by her motherly care of the young , night and day for fourteen years, contributed so very largely to the growth prosperity of the college. This building, 144 feet by 48 feet, built of the best , two stories high, heated with steam, is well furnished as a dormitory. In 1879, this building, worth $15,000, was donated to the Mississippi Conference e president, who built it at his own cost and on his own ground. At the same Col. W. L. Nugent gave $1,000 and Maj. R. W. Millsaps $2,000 on the building. orner stone of the institute was laid June 19, 1883. This structure was finished tober, 1884, and is 144 feet by 68 feet, two stories high, and furnishes ample for all school purposes, including art hall, music rooms, recitation rooms, and l. There are in all forty-five rooms, heated with steam and furnished in ved modern style, special reference being had to light and ventilation. At a ng of the board of trustees in June, 1884, this building, worth $20,000 (some 0,000), with the ground on which it stands, all being the private property of ohnson, was given by him to the Mississippi Conference. At the same time a ion of $1,000 was made by Maj. R. W. Millsaps.

e site of a proposed center building is now occupied by a low, one- frame cottage, after a most charming Southern style, which is as a residence by the president.

the 4th of August, 1886, Dr. Johnson died. His decease was y regarded as a great calamity to Whitworth College. The board ustees, however, forthwith cast about for his successor, and ted Prof. Lewis T. Fitzhugh, then and for several years before a essor in the University of Mississippi. This also was a wise selec-

Professor Fitzhugh was a lay member of the Methodist Church, had many years' experience as a teacher. His appointment went cause a suspension of the popular judgment that in the death of Johnson the college had virtually perished. His vigorous and wise agement has restored full confidence in the future of the institution, it is now (1891) as prosperous as ever it was.

may be well to say here that in 1867 the college opened with 57 ls, of whom 5 were boarders; while for several years past the num- of pupils had ranged from 179 to 291, of whom from 100 to 180 had boarders.

LIBRARY AND READING ROOM.

college library is yet small, containing only about 600 volumes, but among are valuable scientific, philological, historical, and literary works. Constant ions, however, are being made to it, and a reading room has been opened in tion therewith, well supplied with the best reviews, magazines, and news- s of the country.

APPARATUS, CHARTS, ETC.

[illegible] apparatus, which is constantly used, consisting, [illegible] machines, condensers, lenses, galvanic batteries, [illegible] globes, and tellurian; also Pelton's Outline Maps, globes, [illegible] preparations representing the whole process of the [illegible] digestive organs, the nervous system, the respiratory [illegible]

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[illegible] yet passed and passing the attendance has been as follows [illegible] pupils, 86; total matriculates, 162; 1887-88, board [illegible] matriculates, 179; 1888-89, boarders, 165; music pup [illegible]

CABINET.

The collection of minerals and fossils is gradually increasing. There are specimens from California, Utah, Georgia, North Carolina, Louisiana, and Mississippi—many of them rare and valuable.[1]

THE FACULTY.

Lewis T. Fitzhugh, A. M., president, and professor of ancient languages and English; Rev. William B. Murrah, D. D., vice president and professor of metaphysics, natural sciences, English literature, and Christian evidences; R. S. Ricketts, A. M., professor of mathematics; Miss Marion Brown, mathematics, physiology, botany, and modern languages; Mrs. M. E. Shelburne, elocution, history, and reading; Miss Allie Dashiel, typewriting and stenography; Miss Belle Piker, English, history, and geography; Miss Willie Galloway, English. Music department: Prof. William Hennings, director and teacher in piano, voice, harmony and theory, and chorus singing; Miss L. May Alden, piano, violin, harmony and theory; Mme. Dayny Rolland, piano, voice, and theory; Mrs. W. B. Murrah, voice; Mrs. A. C. McNair, piano; Mrs. R. Willoughby, piano and voice. Art department: Miss E. Mulford.

BLUE MOUNTAIN FEMALE COLLEGE.

This is a celebrated school located in Tippah County, in the village of Blue Mountain, on the Gulf and Ship Island Railroad. It was founded by private enterprise alone and, although a chartered institution, is private property.

After the close of the late war Gen. M. P. Lowrey, a prominent and influential member of the Baptist Church, conceived the idea of establishing in north Mississippi a boarding school for girls. The idea did not take shape at once. In the year 1869, however, he purchased for that purpose an attractively situated country home, 6 miles southwest of Ripley, the county seat, and known as "the Brougher place." No sooner had he announced his intention than several of the large towns of the State began to bid for the location of the school, some of them offering large inducements. General Lowrey, however, had his own idea, and would not relinquish the plan of founding "a home school in the country."

The school was opened in September, 1873—General Lowrey, principal; Miss Modena Lowrey as lady principal, and Miss Maggie Lowrey as assistant. There was a frame building for school purposes, another for the boarding house (the whole worth about $3,000), a library worth about $300, and one piano. Fifty students were enrolled during the first session, of whom 27 were boarders. The curriculum at this time was not extensive, but the teachers aimed at thorough work.

From this humble but hopeful beginning the school has steadily grown in popularity and usefulness. The second and third sessions

[1] Catalogue of 1880.

ed a flattering increase of patronage. In 1876 Miss Modena Low-
ras married to the Rev. W. E. Berry, A. M.; and that gentleman
hased a half interest in the school, becoming professor of Greek
Latin at the opening of the fourth session.

1877 the institution was chartered under the name of "Blue
ntain Female College." Drawn by its attractions, a village had
ered about the college, which also was incorporated as the town
lue Mountain.

1878, the yellow-fever epidemic, which so terribly scourged many
ons of the State, greatly interfered with the boarding patronage,
avel having been suspended under the rigid quarantines. The
l ten months' session was held, notwithstanding. From that time
e present (1891) each year's boarding patronage has been an
ase over that of the years preceding.

the year 1885 a great calamity befell the college. It had reached,
a patronage of 150 pupils, with 82 boarders. On the 27th of
uary, General Lowrey, with a party of his teachers and students,
ed to New Orleans for the purpose of visiting the World's Expo-
n. While in the depot at Middleton, Tenn., purchasing tickets, he
uddenly to the floor, dead.

s eldest son, the Rev. W. T. Lowrey, A. M., who was then in
ge of a church in Kentucky, was at once chosen to fill the vacant
dency. This gentleman had just completed his course of lectures
ne Southern Baptist Theological Seminary in Louisville. He
ed immediately on the discharge of his duties, and the school
d forward with still increasing prosperity.

1889 the sixteenth annual session closed with an enrollment of
students, of whom 157 were boarders. The pupils came from
st every section of Mississippi and from several of the surround-
States. Since the proprietors are Baptists, they are most liberally
nized by that denomination, yet they have enjoyed a liberal share
e patronage of other churches.

e school property has been extended, enlarged, and improved.
remodeled building is a large frame structure, with brick base-
. It contains an attractive study hall, with capacity for 150
ls; also a preparatory hall, with capacity for 50 pupils, and twenty-
other rooms used for recitations, art, music, elocution, library, etc.
e are also four large boarding houses, the property of the college.
beauty and healthfulness the location of the institution is perhaps
unpassed in the State. It is on the slope of a large hill known
ue Mountain, from the side of which burst forth springs of pure
tone water. The campus of 20 acres, and the spring and mountain
of 50 acres, overgrown with grass, cedars, and deciduous forest
, present a charming whole and afford abundant space for recrea-
n the open air. The entire property is now valued at $25,000,
he owners are improving it every year.

In the summer of 1889 Prof. B. G. Lowrey, a brother of the principal, purchased an interest in the college and became associated with the former owners as one of the proprietors and managers. He graduated at Mississippi College in 1887, taught school one year, and then went to Tulane University for a course in the English language and literature.

DEGREES.

Papils who complete the regular course are given the degree of A. B.; those who complete that course, omitting the Latin, are given the degree of mistress of the English language; one who completes the regular course, with the addition of either Greek or modern languages, is given the degree of M. A.

The library contains about 600 volumes of carefully selected works, is well supplied with current periodicals, and a competent librarian is employed.

There is a small laboratory, supplied with a limited chemical and philosophical apparatus. The collection of geological specimens, maps, charts, globes, etc., is good.

THE FACULTY.

Rev. W. T. Lowrey, A. M., president and professor of mental and moral philosophy and evidences of Christianity; Rev. W. E. Berry, A. M., professor of higher mathematics; Mrs. Modena L. Berry, lady principal and teacher of English; Miss Mabel Hutchins, English literature and mathematics; Mrs. Theodosia S. Lowrey, assistant in mathematics and natural science; Miss Fannie Thornhill, teacher of Latin; Miss Mary Lee Booth, natural sciences and French; Miss Lilian Tate, principal of primary department; Prof. F. D. Baars, principal of music department and teacher of German; Miss Linnie L. Ray, assistant in music; Mrs. Pattie Lowrey, assistant in music; Miss Lucy Dunaway, vocal teacher; Miss Jennie Jarman, elocution; Miss Etta Berry, art; Miss Maggie Buchanan, assistant in art; Mrs. Drusilla Haynie, dressmaking; Miss Dora Harris, stenography and typewriting.

# Chapter VIII.

## THE CENTENARY COLLEGE.

is institution, now and for many years past located at Jackson, originated in Mississippi. It is a denominational college, belong- o the Mississippi and Louisiana conferences of the Methodist Epis- l Church South.

e origin of the college is fully shown in the following extract from ninutes of a convention of ministers and lay members of the Mis- ɔpi Annual Conference, commenced at Jackson, Miss., according evious appointment, on Wednesday, the 7th of August, 1839:

convention was organized by calling the Rev. John Lane to the chair, and ev. Samuel L. L. Scott was appointed secretary.

convention was composed of the following members, viz: Rev. John Lane, Benjamin M. Drake, Rev. John G. Jones, Rev. Green M. Rogers, Rev. Samuel Scott, Rev. Enoch N. Talley, Rev. Thomas Owen, Rev. Reuben B. Rickets, William G. Gold, Rev. Bradford Frazee, Rev. S. W. Hawkins, Rev. Elias R. r, Rev. Horace M. Booth, Hon. John L. Irwin, Hon. Frederick W. Huling, Hon. W. King, Maj. W. J. Austin, Maj. David Gorden, Mr. Alexander C. McGruder, . B. Pitman, Mr. Joshua E. Heard, Mr. George Finucane, Mr. H. H. Smith, Ir. W. Blaike.

ereas the usages of the church, both ancient and modern, and even Divine ntments, indicate to us the propriety of celebrating great and interesting events; s the 25th day of next October will be the centenary of Methodism; and as the dence of God has been so distinctly manifested in blessings to the church and orld in the rise and unexampled success of the Methodist societies in Europe merica, in their efforts to spread spiritual holiness over the earth, and as the yan Methodists in England have engaged with entire unanimity in the cele- n of that day, and have with unexampled liberality presented to the Lord a -ollering of their substance; and whereas the bishops of the Methodist Epis- Church have commenced a similar course in this country, and as many of the l conferences have already made the necessary arrangements for a suitable ation of said day: Therefore

*Resolved*, That we unite with our brethren in Europe and America in the celebra- the [illegible]

[illegible]

[illegible] Rickets, Thomas Owen, and Benjamin M. Drake be [illegible] committee to devise and report the order of the religious exercises of [illegible]

[illegible]

[illegible] Jones, Samuel L. L. Scott, and Enoch N. Talley be appointed [illegible] table form of subscription to be presented for the purpose [illegible]

[illegible]

[illegible] Benjamin M. Drake, John Lane, Green M. Rogers, John L. Irwin, [illegible] be appointed a committee to inquire into the objects and appor- [illegible] funds.

[illegible] adjourned to meet at sunrise to morrow.

[illegible]

*August 8.*—Convention met according to adjournment.

The committee on the order of divine service reported as follows, which report was adopted:

"The committee to whom was referred the duty of directing the order of divine service in the Methodist Episcopal Church throughout the Mississippi Conference during the day of the centennial celebration, ask leave to report the following resolutions:

"*Resolved*, That the order of service recommended by the Mississippi Annual Conference at its last session be observed at each district meeting, to wit: Prayer meeting, beginning at sunrise; at 10 o'clock reading of essays, to be followed by a missionary sermon, and conclude with love feast at early candle lighting.

"*Resolved*, That in each circuit and station in this conference, wherever circumstances will admit, the following religious exercises be observed: Prayer meeting at sunrise—love feast beginning at 9 o'clock—preaching or other appropriate services to begin at 11 o'clock, and evening services to be adapted to the circumstances of each congregation, as Divine Providence and a special reference to the honor of God and the advancement of the interests of His church may seem to direct.

"*Resolved*, That all of our service be characterized by a spirit of gratitude and thanksgiving to Almighty God for the institution of His church, and the peculiar manifestations of His divine favor to us as a people, and to the world through our instrumentality in all our trials, persecutions, and vicissitudes during the lapse of a hundred years, and that the day be celebrated throughout as the jubilee of Methodism, and be spent in acts of solemn devotion and demonstrations of joy and songs of praise, and that all the members of the Methodist Episcopal Church be requested to let all their slaves participate with us as far as practicable.

"*Resolved finally*, That the Friday before the 25th day of October next be observed by all the members of our church as a day of fasting and prayer for the blessing of God, to attend the centennial celebration of Methodism, and that the next centenary may be ushered in with circumstances auspicious of future glory and usefulness to the church, and tokens of a continuation of the divine favor that has attended us through every vicissitude during the past century."

The committee on form of subscription, etc., reported as follows, which report was adopted:

"The committee appointed to prepare a form of subscription and to devise ways for efficient operation in our centenary collections, etc., have felt the difficulty of fixing upon the best plan, and with diffidence submit the following as the result of their deliberations:

"In view of the extensive and salutary influence exerted by Christianity through the instrumentality of the Methodist Episcopal Church upon society in general, and upon many of ourselves and families in particular, and in approbation of the efforts now making suitably to celebrate the centenary of Methodism, we, the undersigned, subscribe the sums annexed to our names to the Methodist Episcopal Church within the bounds of the Mississippi Annual Conference, which sums we promise to pay to ———, or either of them, stewards of the Methodist Episcopal Church and their successors in office, as follows: All sums under $25 to be paid at the time of subscribing or before the 25th of October next; all sums of over $25 and under $50 in one year from the date of subscription; all sums over $50 and not more than $100 in two annual installments from date of subscription; all sums of $500 and under $1,000 in four annual installments from date of subscription, and all sums of $1,000 and upward in five annual installments from date of subscription.

"For the more efficient direction of our fiscal operations, your committee would respectfully present the following resolutions for the adoption of the convention:

"*Resolved*, That the preacher in charge be required as soon as practicable to bring the subject of the centenary collections before every society and congregation in his circuit or station and give them all an opportunity of subscribing.

*solved*, That all moneys collected for the centenary be deposited in the hands recording steward of each circuit and station, to be sent by him to the next l conference.

*solved*, That the names of all donors and subscribers, with the amount donated scribed by them severally, be preserved by the stewards, to whom the money l or subscribed and recorded in a book prepared for that purpose, and that books be placed at the disposal of the annual conference."

committee on appropriations reported as follows, which report was adopted: *solved*, That the amount which may be collected on the centenary subscrip- shall be divided as follows, to wit: One-tenth to the cause of missions; two- to aid the preachers' fund society; seven-tenths for the establishment of a e to be under the direction of the Mississippi Conference, to be located as near nter of the conference as practicable. Two-sevenths of the amount set apart id college shall be reserved as a special fund for the education of the children veling preachers, under the direction of the conference; except the literary raised in the Holly Springs district, which fund may be applied to the support University of Holly Springs.

*solved*, That the Mississippi Conference be requested to publish a volume shall contain a selection from the essays which shall be read on the centenary, mes of all the subscribers and the amounts subscribed and to be sold for the t of the preachers' fund society."

motion,

*lved*, That the secretary furnish each presiding elder or his representative a copy of the form of subscription, who shall communicate the same to the hers within the bounds of their respective districts.

motion,

*lved*, That the presiding elders of the Vicksburg, Brandon, and Sharon dis- be required to look out in their respective districts a suitable location for the ence college, receive propositions, and report at the next annual conference.

motion,

*lved*, That the respectful thanks of this convention are hereby tendered to the friends of Jackson for their hospitality and kindness to the members of the

JOHN LANE, *Chairman*.
SAMUEL L. L. SCOTT, *Secretary*.

KSON, *August 8, 1839*.

mediately on the publication of the foregoing action a friendly very commendable rivalry arose between the towns of the central on of the State for the location of the institution. Hinds County, ver, it seemed to be admitted on all sides, was to enjoy the honor ving the college within its limits; the real question appeared to at between the two towns of Raymond and Clinton.[1]

e annual conference met at Natchez in December. No site was ted. The Rev. C. K. Marshall was appointed canvassing agent he college, and Messrs. Green M. Rogers, John Lane, Thomas , John G. Jones, and Benjamin M. Drake were appointed a ittee to select a site and put the institution into operation, the ion within the limits of any incorporated town being expressly dden.[2]

bscriptions were rapidly made in aid of the new enterprise. They the shape of purchases of perpetual free scholarships, at from

[1] The Times of Raymond, November 29, 1839. [2] Ibid., December 20, 1839.

$700 to $1,000 each. In a few months they amounted to $76,000, besides some donations of lands. Most of the subscriptions, however, were payable in installments, and many of them were never paid.

In 1841 the committee located the college in Clinton. Meanwhile a strong movement had been inaugurated to procure the adoption of a site at Brandon Springs. These "springs" were in Rankin County, about 7 miles northeast of Brandon. They were medicinal waters, and a company had been formed, which had erected extensive improvements, with a view to the development of a large summer resort—a scheme then very common in this State. The experiment had not succeeded, and it was determined to offer the property to the college at the price of $30,000. This was done, and on terms so very favorable that a reconsideration of the location was determined upon, and when the committee met in Clinton later in the year for that purpose the result was very doubtful. Two members of the committee were citizens of Clinton. That community had been since 1826 trying to build up the Mississippi College, with varying success. It was now proposed to turn over that establishment to the Methodists, with a bonus of $20,000, for the Centenary Institution. On the meeting of the committee the two members who lived in Clinton, thinking that the tide was against them and that it would be good tactics to stay away and thereby break the quorum, absented themselves. The remainder of the committee, however, proceeded in their absence, and the removal to Brandon Springs was carried by a majority of one vote over Clinton. Had the absentees attended, the result would have been reversed and the Mississippi College have been adopted, with the probable result that the Centenary College would now be in Clinton instead of Jackson, La., and the further possibility that the Mississippi College, as now constituted, might never have been.[1]

The college opened in November, 1841. The following prospectus was published in reference to it:

CENTENARY COLLEGE.

The trustees of the Centenary College have been induced by important considerations, and such as they believe will be approved by the friends, patrons, and subscribers who have aided and are assisting in the establishment of this institution, to change its location from Clinton to the mineral springs 7 miles northeast from Brandon, in Rankin County. After a careful and extensive investigation of the various claims of the several sites urged upon their attention, they are of opinion that more advantages combine at the present location than at any other.

There are good wells and springs of the best freestone water, running streams, cisterns, besides the sulphur spring, furnishing an abundant supply of water at all seasons for every purpose. They have every reason to believe the location highly favorable to health, and its remoteness from every source of corruption, haunts of idleness, and occasions of diversions from the business of study commends the place in the highest degree to the favorable notice of the friends of education. For natural beauty no place in the State can surpass it, and the plan of the improvements is almost unrivaled. The order and style of the buildings were projected

[1] MS. of Rev. J. G. Jones; Vicksburg Sentinel, November 23, 1841.

scale of taste and magnificence, at a cost of about $200,000, and will furnish modation immediately for nearly 500 students, with residences for the faculty, rooms, recitation rooms, steward's hall, laboratory, etc.

rast importance of such an institution to the general interests of Southern ion, hitherto too much neglected—the advantages to be derived from training ıths where they may imbibe the views of their fellow-citizens by being con- identified with them, and become imbued with the spirit of these interests they are destined to sustain and control—the uncongeniality in the climate, s, and institutions of the North and Northwest; the evils resulting from gement from home, parental control and affection with their moral and reli- nfluences and early associations; the great probabilities of their receiving a r education here; besides keeping at home and saving annually to the State the immediate patrons of such schools thousands of dollars, with many other , powerfully appeal to the citizens of the community at large in behalf of the enterprise.

trustees have spared no pains to place in this institution a faculty fully com- to promote the best interests of the pupils who shall be placed under their

Rev. T. C. Thornton, A. M., the president, is eminently qualified by scholar- nd experience for the office he fills, and comes to the institutin with the commendations of his abilities to discharge the duties entrusted to him. l also fill the professorship of "moral and intellectual science and sacred ıre." No professor having been elected to the chair of "ancient languages," sident will fill that vacancy until the board shall be able to procure a teacher. Magruder was elected to that chair in the same year.]

s B. Dodd, A. M., fills the chair of "mathematics." The trustees doubt not is accomplished gentleman will ably sustain the responsibilities of this ment.

chair of "natural science" will be filled by James B. C. Thornton, M. D., a nan uniting various and important qualifications for teaching those sciences— vvoted to the profession of medicine, and a zealous and devoted student of the of nature.

rly as the patronage and endowments of the college will justify, arrangements made to increase the number of professorships and furnish all the necessary al, astronomical, and philosopical apparatus desirable for the complete prac- lustration of the natural sciences. The trustees believe that with the aid pledged, and that which a generous and enlightened community are pre- to give, they will be able to make the Centenary College one of the first tions of learning in the Southwest.

estitution is divided into two departments—the collegiate department and atory department.

will be two sessions in each year of five months each; the first beginning r on the first Monday of October and March, the last closing on the last ay in July.

*Charges, collegiate department.*

| | |
|---|---|
| [illegible] | $25.00 |
| [illegible] | 5.00 |

*Boarding, etc.*

| | |
|---|---|
| [illegible] ng food, fuel, lights, and attendance | $12.00 |
| [illegible] | 1.50 |
| [illegible] | 13.50 |
| [illegible] by each boarder and may be had on the premises; [illegible] additional charge will be made per month of.. | 1.50 |

[illegible] room always found by the student.

When a student finds his own lights a deduction will be made. Bedsteads, chairs, tables, washstands, etc., furnished by the institution.

The board to be paid each session in advance to a patron; in case of necessary removal the money to be refunded for time not occupied.

Students are only expected to pay from the time of entering; as there is choice of rooms, students had better come as soon as practicable. Selections are now making, at moderate rates, whatever parents or guardians may order for the lodging of the boarders at the place.

These are the only necessary expenses—the only incidental expenses will be for books, clothes, and pocket money. It may be deemed advisable to adopt a uniform dress for the students. This would remove the temptation of extravagant dressing, be highly economical, and go far to destroy those distinctions which engender and cherish pride on the one hand and inflict mortification on the other.

*Preparatory department.*—This department is attached to the college and under the immediate control of the president. It is designed for the instruction of those students who are not sufficiently advanced to enter the collegiate department and for educating those who do not intend to take a complete course. The Rev. E. S. Robertson, A. M., formerly a teacher in the Jefferson College, is the principal of this department, and will be aided by Mr. Robert D. Howe, A. B., recently an associate principal in the classical academy in Vicksburg and extensively known as an intelligent scholar and successful teacher.

*Sessions.*—The sessions of this department will correspond with those of the collegiate department.

| | |
|---|---|
| Expenses, tuition per session, in advance | $18.00 |
| Primary high class | 15.00 |
| Primary low class | 12.00 |
| Incidental expenses | .50 |

*Boarding.*—Rev. R. D. Smith, proprietor. It is the mutual determination of the steward and trustees that no just cause of complaint shall be permitted to exist in this department.

By order of the board.

J. LANE, *President.*

OCTOBER 30, 1841.

The college opened well. The opening day was a charming one. The faculty were present and the spectators were assembled by thousands. The president, however, was absent. A connection missed had thrown him off time, and the inaugural address, the great feature of the occasion, was to have been delivered by him. Waiting some time in the hope that Dr. Thornton might arrive by private conveyance, the trustees finally despaired, and they pressed into service for an extemporaneous address the agent, the Rev. C. K. Marshall. The occasion and the emergency were just such as were calculated to excite the peculiar powers of that gifted man, and the mishap was more than redeemed by an oration of extraordinary brilliancy.

The attendance of pupils amounted to 60 in the first month.[1]

At the session of the State legislature for this winter (1841–42) an attempt was made to obtain a charter for the college. A bill for that purpose passed both branches of that body, but the governor vetoed it on the very remarkable grounds that the tendency of such an institution was to unite church and state and because of the dangers of

[1] Woodville Republican, December 4, 1841.

ominational influence in the State. Needless to say this step ted a profound sensation throughout the State, not only among the odists, but also amongst other denominations.[1]

n the 30th of April, 1842, President Thornton addressed an open r to the people, from which are taken the following extracts:

fessor Magruder, who is at the head of the school of ancient languages, is a e Mississippian, regularly educated, a scholar of no common order, not only per- at home in the ancient languages, but in his element, delighting in that part of ork assigned to him. To this I may add, with sincerity and truth, that he is g the most laborious and faithful instructors I have ever seen engaged in teach- he languages.

Dr. Thornton, the professor of natural sciences, and the theory and practice of cine, it does not become me to speak. He is my brother. Nor is it necessary, is known to gentlemen in Mississippi of exalted standing as a physician of ty-five years' practice and experience in Virginia and Washington City. He een constantly engaged in the instruction of young gentlemen in the science of cine, several of whom are eminent physicians now in this and the adjoining s. * * *

present prospects, in our estimation, are most cheering. * * * We have about 100 students and our number is increasing daily. * * * Our labora- s nearly done. The college agents have thus far faithfully supplied the money sary for the alteration and improvement of the buildings, and a very small we think, will complete the whole.

have some valuable philosophical and chemical apparatus and mathematical uments for practical as well as experimental purposes. Our professors have y good private libraries, and the college societies are commencing theirs. We have a small commencement of a college library, a present of books from sev- gentlemen of great liberality, and the promise of many friends to assist us in ormation of a library. We have also a small collection of geological and other nens and curiosities. * * * When we get our anatomical and society halls, museum and gallery of paintings finished and adorned with works of art and e, our botanical and other gardens supplied with the beauties of nature, our s well as our medical and other schools in uniform and successful operation, I we shall prove to the people of Mississippi that the Centenary College has not commenced to pass off as "a morning cloud or the early dew." * * *

n finally asked, "What effect will the veto message of Governor Tucker have on ollege?" I answer, "I am unable to say. I can not, however, think that this will much harm. I have ever said that our charter is in the education we give, in scipline, order and system in our school, and the progress and good conduct of udents. It is certainly convenient to have a corporate name, and this, as citi- s doubtless our right, that we may transact our legal and constitutional busi- but a refusal to grant us our rights and privileges will never put down our l. We are here pleasantly situated, and are going on prospering and to prosper. s may think that we are here to teach sectarian dogmas and turn out 100 young [illegible] to [illegible] the liberties of our country, but we think the people will [illegible] We think that we are giving a good, a solid, and practical Eng- [illegible] education equal to any that can be obtained in the United and we are sure that we are training scores of young men by wholesome die- [illegible] and study, who shall adorn our country when we slum- [illegible]

e first commencement celebration of the college took place on the 28th of July, 1842. On that occasion Prof. James B. C. Thornton

[illegible] in the Presbyterian Church at Grenada.—Weekly [illegible] 1842.

delivered the inaugural address. In October following the college opened with 175 students. The course of study and general organization were as follows:

COLLEGIATE DEPARTMENT.

SCHOOL OF LANGUAGES.

*Latin.*—Latin tutor (continued); Cicero's Orations; Cooper's Virgil and Gould's Ovid, with strict attention to prosody and mythology; Cicero De Officiis; Anthon's Horace; Folsom's Livy; Juvenal; Cicero De Oratore; Tacitus and Terence; Latin composition.

*Greek.*—Græca Majora, vol. 1; excerpta historica; miscellanea; rhetorica; critica; Fisk's Greek Exercises; Græca Majora, vol. 2; lyrics, etc., Sophocles, Euripides; Homer's Iliad (six books); Æschines, and Demosthenes De Corona; Eschenberg's Manual and Anthon's Classical Dictionary will be used for reference; examinations in ancient geography and Grecian and Roman history; Greek composition; select portions from the Greek of the New Testament and the Septuagint version of the Old will be assigned to all the regular college classes.

SCHOOL OF MATHEMATICS.

Algebra; plane geometry and trigonometry; mensuration of planes; surveying; solid geometry; mensuration of solids; navigation; analytical geometry and conic sections; spherical trigonometry; differential and integral calculus; descriptive geometry and civil engineering (when required); the mathematical principles of natural philosophy and astronomy.

*Text-books.*—Davies' mathematical course (six volumes); Olmsted's Natural Philosophy (2 volumes); Olmsted's Natural Astronomy.

The practical application of mathematics will be taught in connection with theory, and occasional lectures will be given on the history of mathematical discovery.

SCHOOL OF NATURAL SCIENCES.

Buffon's Natural History; Good's Book of Nature; Smellie's Philosophy of Natural History; Brown's Geology and Mineralogy; Eaton's Botany; Olmsted's Natural Philosophy; Turner's Chemistry and Gross's General Anatomy, translated from the French of Bayle and Hollard.

SCHOOL OF MORAL AND INTELLECTUAL SCIENCES AND SACRED LITERATURE.

Tytler's Universal History (large edition); Bancroft's History of the United States, and for students who desire a more extensive course Prideaux and Giesler; Jameson's Rhetoric; Hedge's Logic; Upham's Mental Philosophy; Say's Political Economy and Sullivan's Political Class Book; Paley's Moral Science, Evidences of Christianity, and Natural Theology; Butler's Analogy; Jahn's Archæology.

SCHOOL OF MEDICINE.

Horner's Special Anatomy; Richerand's Physiology; Turner's Chemistry; Materia Medica and United States Dispensatory, by Wood and Cache; Dorsey and Gibson's Surgery; Dewee's Obstetrics; Cullen's Practice, Chapman's Therapeutics, and Good's Study of Medicine. The library for general reading in this department is extensive.

SCHOOL OF LAW.

Arrangements are now making to procure a suitable person as professor of law, who will prescribe to his classes the course of study for the law school, and will

r to the junior and senior classes a course of lectures on constitutional, inter-
al, and municipal law.

the students in the institution will declaim publicly; those of each section in
nior class will deliver their own compositions. The Hebrew and the modern
ages will be taught when required, chiefly in the last year.

the students will be required to prepare regular recitations in those branches
dy in which they are engaged; but the professors will deliver lectures in their
tive departments for the benefit of all the classes. Those of the professor
tural science and medicine will be accompanied with experiments in natural
sophy and chemistry, and examinations from preparations in anatomy.

lical and law students will have the privilege of attending the other schools
ut charge. * * *

avoid unnecessary expense for clothing and induce economy in students the
es have provided in their by-laws that a uniform, to be agreed on by the fac-
and students, shall be adopted. This has been done. The winter dress of
lent consists of a single-breasted coat, with standing collar, made of light
cloth, with three rows of black buttons in front. One or more stars will desig-
he classes. Pantaloons of the same, with black stripes on the outside seam, a
owned blue cloth cap with broad band around it. White linen pantaloons for
er.

e legislature of 1843 granted the institution a charter, which this
the governor did not veto.

time passed by, however, and the college lost the charm of novelty,
ism of it arose. Much opposition became apparent, both to its
onal and its business methods. Prejudice was excited against the
dent, who was even charged with perverting the college funds;
the spirit not only invaded the conference, but became so wide-
ad and intense that when he resigned, as he did do, and at the
rence of November, 1844, asked for a transfer to the Alabama
rence, he was located without his consent.[1]

the resignation of President Thornton, the Rev. David O. Shattuck,
arroll County, a man of singular purity of character and force of
lect, and of great influence in the State, once the candidate of the
g party for governor, was chosen president pro tem. The institu-
was reorganized "so far as to establish an exclusively English
classical school, and to place the studies preparatory to the col-
te course under the immediate direction of the professors, respec-
y."

ese changes seem to have allayed the troubles. The session of
45 opened well, and students were coming in almost daily in
mber; the college was able to meet all pecuniary demands, and
order reigned.

ring this session, however, the trustees came to the conclusion that
as a mistake ever to have located the institution at Brandon
gs. The surrounding country was poor, population sparse, and
people only of moderate means. Overtures were made from the
of Louisiana, and the result of all was a determination to change;

[1] Minutes of Annual Conferences, vol. 2, p. 230.
[2] [illegible] various State papers for September, 1844.
[3] The Constitution, November 23, 1844.

and that, although some part of the subscriptions made, and all of the lands donated, were thereby lost.

In the month of July, 1845, the following editorial notice appeared in the Mississippi Democrat:

CENTENARY COLLEGE.

We see it stated in the papers, we do not know upon what authority, that this institution is about to be removed to Jackson, La. The Methodist conference, which founded and controls the Centenary College, extends over both States of Louisiana and Mississippi. We believe the larger portion of the fund for its endowment was contributed in the former State. There are already commodious and splendid college edifices at Jackson, lately occupied by the "College of Louisiana," now defunct. From these circumstances we have thought the report of the removal not improbable.

Since writing the above we have seen a paragraph in the Bayou Sara (La.) Ledger, stating that the college buildings at Jackson have been purchased by the Mississippi conference, with the intention of locating the Centenary College there.

The failure at Brandon Springs discouraged the purchasers of the property of the late College of Louisiana; yet still they determined to try the experiment, and the purchase was concluded. The State sold on very liberal terms, requiring not more than one-fifth of the true value of the property, but exacting a guaranty that it should be devoted to literary purposes.

The preparatory department was first opened for active work, an existing school in the town being adopted and incorporated into the institution for that branch. By invitation of the purchasers, the faculty opened the collegiate department about the 1st of October, 1845. Matters were, however, in rather an undefined and disorganized condition until the meeting of the conference in the winter. By that body the following persons were appointed trustees, viz: E. McGehee, J. H. Muse, J. Bowman, J. McCrea, J. W. Burruss, R. Perry, D. Thomas, William Winans, J. Robson, and J. Carmena. A board of visitors of thirteen persons, principally ministers, was also appointed. The two bodies combined constituted the joint board of trustees and visitors, and composed the corporation.

The joint board met in January, 1846, and everything necessary was done. Steps were taken to secure a liberal charter from the legislature of Louisiana, under the name of The Centenary College of Louisiana. It was determined to hold as members of the institution not only the former graduates of the old Centenary College, but also those of the late College of Louisiana.

A remarkable feature of this reorganization of 1846, was, that anticipating by about forty years a movement now attracting considerable attention in college circles, the plan, then unprecedented, was adopted of admitting the students to share in the management of the college. The faculty were charged with the executive and judicial functions of the institution. The legislative power was conferred on a body composed of two departments—one, called the senatorial department, consisted

e joint board of trustees and visitors; the other, called the lower ·, was constituted of twenty-one members, chosen by ballot from · students who were over 17 years of age, by such students as over 15.

e results of this experiment, as indicated in the first session, held ecember, 1845 (perhaps in January, 1846), were reported to be nently gratifying. The amendments proposed [by the student ·h], the suggestions made, were all distinguished by good sense forethought. Their amendments were urged respectfully, not nately; their disagreements, with dignity submitted to a committee nference."[1]

ving now seen the Centenary safely over the Louisiana line, and its r there well begun, our connection with it as a Mississippi institu- reases. The following forty-odd years of its history belongs to tate of Louisiana.

is chapter can not properly be closed, however, without some nt of its able first president.

omas C. Thornton, D. D., was the son of Dr. Thomas Thornton, and was born nfries, Prince William County, Va., October 12, 1794. His grandfather, Thomas ton, acted as surgeon in the British Navy for several years, but afterwards d the ministry of the Established Church of England. He came to America ous to the Revolutionary War, and in that struggle was the firm friend of ngton and the cause of American Independence—selling all his plate to the soon, and his stock to the last cow, and giving the money to the commander to lefray the expenses of his suffering soldiers, urging them to fight for their es, and not falter.

ng Thornton graduated at an institution in his native town under the Rev. s O'Neil, in his sixteenth year. He then began the study of medicine; but soon v. Richard Tydings began to preach in the town, and young Thornton in a short became serious and anxious for his soul's salvation. His father was a High- h Episcopalian, and discouraged his course. He joined the church; and soon near Stafford Court-House, preached his first sermon to an astonished , from the text, "Ye must be born again." He was then in his sixteenth or teenth year. He continued on the circuit the remainder of the year. Being ded that on account of his youth the conference would not receive him, he d in teaching until in his nineteenth year, preaching as opportunities offered. In , 1815, he was admitted on trial in the Baltimore Conference, and appointed to ester circuit; in 1814 and 1815 to Prince George's circuit. He was ordained by Bishop Asbury, March 24, 1815, at Baltimore. In 1816, he was sent to Stafford ederic sburg. He was ordained elder by Bishop McKendree, March 16, 1817, at ore. In 1817, he was appointed to Severn circuit; 1818, Lancaster; 1819, Lan- and Westmore and; 1820 and 1821, Fredericksburg station. In March, 1822, ated, to wind up the business of the father's estate. In 1823 he took charge of Virginia, where he remained until called to take charge of Northumberland, Va., where he remained until 1831, when for health to seek a more active life on a farm. His health being restored, ered the Baltimore Conference March, 1833, and was appointed to Prince 1835, Baltimore city; 1836, 1837, agent for Dickerson Col- Carlisle station and teacher in Dickerson College; 1840, 1841, Washington City. In 1841 he was elected president of Centenary

[1] The Republican, Woodville, January 24, 1846.

College, and in the autumn of the year came to Mississippi Conference. He was president of Old Centenary College, 1842, 1843, and 1844. He asked to be transferred to the Alabama Conference at the conference of 1844, but, through the prejudice gotten up against him, he was located without his consent. This irritated him; and feeling assured of the determination of certain men to persecute him as long as he remained in the Methodist Church, he gave up his credentials June 6, 1845, to the Rev. J. N. Hamil, and withdrew from the Church. Soon after this he united with the Protestant Episcopal Church and became connected with a college in Jackson, Miss., where he taught for some years. He next was connected with a college in Brandon, Miss., for some years. While in the Protestant Episcopal Church he exercised as a preacher, but did not take orders in that Church, because he could not subscribe to their doctrine of apostolical succession. In 1850 he returned to the Methodist Episcopal Church, South, and at the conference held in Yazoo City, December, 1850, his credentials were restored to him. In 1851 he was elected president of Madison College, which office he filled until his labors and sufferings ceased on the 22d of March, 1860. In November, 1853, he was readmitted into this conference. In 1854 he was on a mission to the colored people in connection with his labors in the college. He had regular pastoral work seventeen years; was college agent two years; was connected with institutions of learning thirty years—in eight different institutions—in all of which he was successful and popular as a teacher. As a professor or instructor, he stood preeminent. As a minister of the New Testament, he was a workman that needed not to be ashamed, as he gave to each his portion in season, and brought forth from his vast treasury things new and old, and thousands were converted to God under his ministry. As an expounder of the Scriptures, but few equaled him—perhaps none in this country excelled him. While in Baltimore he wrote his "Theological Colloquies;" and when stationed in Washington City, at the solicitations of distinguished gentlemen, he wrote and published his "Slavery as it is in the United States," in reply to Dr. Channing. His end was peaceful and triumphant.[1]

[1] Minutes Annual Conference, Methodist Episcopal Church, South, for 1860.

## Chapter IX.

### THE UNIVERSITY OF MISSISSIPPI.

#### FOUNDING AND ENDOWMENT OF THE INSTITUTION.

University of Mississippi was, in effect, founded by the Con- of the United States, by the acts of March 3, 1815, and February 19. The former act, that which provided for the survey of the lary line fixed by the treaty with the Creek Indians, donated 36 ns of the public lands for the use of a seminary of learning in hen) Mississippi Territory. When the State was organized in all of the Creek lands were left within the Alabama Territory, hat fact led to the act of 1819. By this act a similar quantity of n lieu of the Creek lands was granted and the title vested in the ature of the State, in trust, for the support of a seminary of ing therein, the lands to be located whenever an extinguishment Indian title should be made.

the 20th of November, 1821, the State legislature passed an act rizing the governor "to obtain the best information that can be red as to the most suitable lands in the Choctaw cession," and to spond with the Secretary of the Treasury of the United States so the location might be made prior to the sales of public lands said ceded territory; also, with the assent of the Secretary, to nt a person to explore the territory and make report where the valuable lands were situated, and where it would be advisable to the seminary lands so as best to promote the interests of the ution.

the 23d of December, 1823, Governor Leake, in his annual mes- to the legislature, stated that the exploration had been made, and ctions selected and reported to the Secretary for location (the ie being located shortly afterwards); and he said, "I would ctfully suggest to the general assembly the propriety of a orial to Congress requesting an authority to sell such portions atoresaid lands as may be deemed expedient by the legislature; measure would seem to be necessary, as it is believed that some of acts selected for location afford eligible sites for towns and ferries, he purchasers of town lots would much prefer a fee simple estate ir lots to a term of years, however long such term might be made, such purchasers would, of course, give a better price for their Six days later a select committee, to whom was referred that

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part of the governor's message, reported that "they deem it inexpedient to memorialize Congress on the subject;" and there the matter seems to have stopped.

Again, in his message of January 4, 1825, Governor Leake, insisting on the necessity for making the seminary lands produce something for the purpose of the donation, and on the fact that the act of Congress did "not authorize the sale of any of those lands," urged the memorial. The legislature, however, seems to have taken a different view of the case. Its response to the governor's message was the act of January 29, by which the auditor of public accounts was authorized to lease the lands for terms not exceeding four years. Other acts were passed on the 7th of February, 1827, and the 16th of December, 1830, by which the leasing system was continued.

In the year 1830 the State established the Planters' Bank. In its preamble the charter recites that the bank was established for the purpose of creating a public revenue. By the charter and a supplementary act passed in February, 1833, the State reserved to itself one-half of the capital stock and 6 of the 13 directors.

To the legislature of the latter year (1833) the auditor reported that the seminary lands had so far yielded only $8,328.50 gross; that the leased portions were deteriorating; and that, in his opinion, the ends contemplated by the framers of the law were not reached.

> This [said he] is, indeed, an inconsiderable sum, when compared with the dividends that would be declared on the amount for which they can be sold vested in bank stock. * * * I am warranted in the opinion that one-fourth, or nine sections, of them can be sold at an average price of $15 per acre; the remaining three-fourths at an average of $10, $5, and $3 per acre, which will make the sum of $191,080. * * * If the policy now suggested for the future disposition of the seminary lands would produce the pecuniary result above exhibited, the political advantage the State would derive from bringing so much inert capital into useful and active employment would claim its adoption at the hands of the legislature. But higher considerations than this add their claim. The permanency of the political institutions of our State rests upon the virtue and intelligence of its citizens. Many of them are poor and look to this grant of lands as the means of assisting them to educate and direct their children in the paths of usefulness, virtue, and religion. From the interest alone arising from the sale of these lands a seminary of learning might be supported, which could annually receive from the lap of penury 200 of those children, and as often return a like number to the bosom of society, prepared for the useful occupations of life.

In accordance with this suggestion, the act of March 2, 1833, was passed. That statute directed the seminary lands to be sold at auction on one, two, and three years' time, with 10 per cent interest. The notes were to be on approved security, payable to the governor and his successors in office, and payable and negotiable in the Planters' Bank. As they should fall due the auditor was to collect them and invest the proceeds, from time to time, in stock of the bank. The question of want of power to sell without the consent of Congress seems to have been wholly lost sight of.

he third Monday of the following November the lands were sold. ım of the various bids, and for which notes were taken, as d, was $277,332.52. The notes were placed in the Planters' or collection and investment, as ordered. The collections began 16th of October, 1834, with a payment of $200 by one S. S. Fox, enceforward various sums were received at irregular intervals. ating—

| | |
|---|---|
| 24th of December, 1839, the sum of | $129,069.54 |
| idends from the bank stock | 12,255.00 |
| otal collected to 24th of December, 1839 | 151,324.54 |
| of notes uncollected, principal | 165,141.25 |
| embezzled by auditor, principal and interest | 6,896.45 |

alf section of land still unsold.

he moneys collected the total sum of $129,300 was invested in f the Planters' Bank, and the residue, with the stock itself, was vably lost by the breaking of the bank in th year 1840 uncollected notes shown in the foregoing statement were neg- On the 30th of January, 1841, the standing committee on the ry made the following report to the house of representatives:

is yet due to the seminary fund upon the notes in the office of the auditor a ounting to $168,518.92, some of which has been due more than six years, and hich has been due more than two years. Your committee have not been l of any great exertion having been made in order to collect this large of debt, and from the best information they have on the subject a great of it is in very bad condition on account of the insolvency of the debtors. e constrained to believe that if due diligence had been used in the collec- re than three fourths of this large outstanding debt could have been collected his time.

rithstanding this urgent report of the committee, no action was by the legislature; and it was not until the 26th of July, 1843, ı act was passed "for the collection and investment of the semi- nd." The act provided, first, that all moneys which had accrued, ıld accrue, from the sales of the 36 sections, and all bank stock h any of such moneys had been invested, should constitute the ry fund; secondly, that a commissioner should be appointed to said fund in currency or State warrants, and to pay over the nto the State treasury; and, thirdly, that the State treasurer keep a separate account of all moneys theretofore or thereafter to the State treasury on account of the seminary fund, and also ately after the passage of the act to credit the fund with interest rate of 5 per cent per annum on all moneys theretofore paid into asury for that fund, and thereafter annually to credit said fund terest at the rate of 5 per cent.

action was in the right direction, but it was too late. It was ten years after the sale, and the notes uncollected were mostly by the statute of limitation, and their makers were mostly

insolvent or removed from the State. To the legislature of 1844, Governor Brown said, in his annual message:

> Where is the seminary fund, is a question often asked, but never yet satisfactorily answered. To members of the legislature let me say, our common constituency will expect of us some account of this munificent fund, and a speedy application of it to the great purpose for which it has been set apart.

On the 30th of December, 1845, the commissioner of the seminary fund reported to Governor Brown, and a summary of his report is as follows:

*Available assets.*

| | |
|---|---|
| Amount collected into treasury, principal | $79,519.76 |
| Interest accrued on the same | 23,519.64 |
| Amount secure and certain of collection | 38,287.93 |
| Section 32, valued at $10 per acre | 6,400.00 |
| 304 acres of land, valued at $5 per acre | 1,520.00 |
| 480 acres, valued at $1.25 | 600.00 |
| Due for seminary land rents | 200.00 |
| Total | 150,076.33 |

*Unavailable assets.*

| | |
|---|---|
| Due on judgments, decrees, and notes in suit, and from the Planter's Bank | $117,172.29 |
| 849 shares of Planter's Bank stock | 84,900.00 |
| | 202,072.29 |
| In fact, however, there were additional shares of Planter's Bank stock, overlooked by the commissioner, as shown by the records, amounting to | 44,400.00 |
| Making a total of unavailable assets | 246,472.29 |

The moneys shown by the foregoing statement to have been collected into the State treasury, and such further sums as were afterwards collected, aggregating not far from $90,000, were used by the State about its ordinary expenses.

At different times, notably by Governor Brown in 1846 and by Governor McRae in 1856, efforts were made to obtain from the legislature a recognition of liability for the seminary fund, on the ground of mismanagement as trustee. Such efforts, however, proved unavailing until the year 1880. The legislature of that year appointed a committee to investigate the account between the State and the seminary fund, and it appearing that there was a balance of $544,061.23 due, the act of March 5, 1880, was passed. By that act the debt as stated was recognized, and the payment quarterly of interest at the rate of 6 per cent per annum was ordered. The interest revenue of the university was thereby fixed at $32,643 per annum, and it is promptly paid.

The only other sources of revenue are the matriculation fees of students in the department of arts and the tuition fees of the law students, which add about $3,000 per annum.

## IE LOCATION AND INCORPORATION OF THE INSTITUTION.

he legislature of 1835 Governor Runnells said in his annual ge:

6 sections of land granted to this State by the United States for a seminary ing have been sold for the sum of $277,282.53, a sum quite sufficient to jus- State to go into the establishment of a university, and with a view to its I would recommend the appointment of commissioners * * * whose duty be to select the spot for its location.

overnor Quitman, in his message to the next legislature, that of aid:

'ormer communication from the executive department of this State it will be d that the lands granted to this State by Congress for a seminary of learn- e been sold for the sum of $277,282.53. The specific direction of this fund be diverted by the legislature. It will, therefore, be proper that some plan ring out the purposes of the grant should be adopted.

in, Governor Lynch, in his message to the legislature of 1837,

onds or notes given for the seminary lands, and which amount to $270,000, all due; and the original sales, together with the interest that has accrued, eed $310,000, which, at 10 per cent interest, the rate they bear, will create al revenue of more than $30,000. With such an ample endowment, your ate attention should be directed to the establishment of a seminary of upon a large and liberal scale, in which both sexes may receive a finished on. The annual receipts of the interests on this fund, with, perhaps, some d drawn from the principal or some other source, would probably be suffi- construct the buildings, and after their completion the interest may enable e to defray all the expenses of such an institution. * * * I would suggest e or more commissioners be appointed, whose duty it shall be to select a ite.

is message of January 8, 1839, Governor McNutt warned the ture of the critical condition of the fund; and, as one means of g it from loss, urged the immediate establishment of the semi- He said:

rms of the grant seem to forbid a division of the fund, and the best interests State require the immediate establishment of the seminary. It should be in a salubrious and healthy situation, where living is cheap. A sufficient could be realized the present year to erect suitable buildings. Two hun- usand dollars might be retained, and the interest used to pay the professors er incidental expenses. In a few years the university would furnish an upply of good teachers for our free schools. Unless the university is speedily hed, or the law providing for the collection of the fund changed, a large of it may be lost. * * * Sectarian and party influence should be guarded and the benefits of the institution forever secured to every portion of the of the State. The immense sums annually expended abroad by our citizens education of their children take away much of our means and operate sly on our welfare. Situations as healthy can be found in our own borders here and education can be as cheaply obtained. Our youths should never emoved from parental supervision. Patriotism, no less than economy, urges the duty of educating our children at home. In early life the strongest ons are made. Those opposed to us in principle and alienated in interest, ately be entrusted with the education of our sons and daughters.

In his message of January, 1840, Governor McNutt said, further:

The discordant views of the members of the legislature, in relation to the location of our State seminary, have heretofore prevented the passage of a law providing for the final disposition of the fund. All will admit that it should be fixed at a healthy place; of convenient access to the people of the State; where the expenses of living would be cheap. The preservation of the health and morals of the students are objects of the first magnitude, and in locating this great institution the interest of the whole State, rather than that of particular towns and sections of the country, should be consulted.

On the 14th of January this portion of the governor's message was referred to a select committee of the house, composed of Messrs. Ventress, Evans, Bradford, Talbert, Bell, Cook, and Binford. On the 5th of February Mr. Ventress, for the committee, made the following report:

Mr. SPEAKER. The committee on the seminary fund, to whom was referred that portion of the governor's message in relation to the seminary fund and other memorials on the same subject, have had the same under consideration, and have instructed me to report the following bill, the bill to be entitled "An act to provide for the location of the State university."

The bill was read the first time, and, on motion of Mr. Ventress, the constitutional rule of the house requiring bills to be read upon three several days was dispensed with and the bill read a second time. On motion of Mr. Ventress the bill was then committed to a committee of the whole house and made the order of the day for Friday, the 6th, at 11 o'clock.

On the 8th of February, the hour of 11 o'clock having arrived, the house resolved itself into a committee of the whole house, and after some time spent therein the committee arose and reported progress through their chairman, Mr. Drake, that they had had under consideration a bill to be entitled "An act to provide for the location of the State university," and had made an amendment thereto. On motion of Mr. Ventress the bill was read a second time, ordered to be engrossed, and made a special order of the day for Monday next, at 11 o'clock.

On the Monday following the bill was duly passed. The senate concurred in it, the governor approved it, and it became a law on the 20th of February.

Of this act the first nine sections directed that seven possible sites should be selected by the legislature on joint ballot, and that three commissioners should be also elected to examine and report on the sites so selected and to secure conditionally, by purchase or donation, one section of land for the university location. The commissioners were required to report to the next succeeding legislature, at which the final site was to be chosen on like ballot.

On the day following the approval of the act, on motion of Mr. Ventress,

The clerk was instructed to inform the senate that the house of representatives were now ready to receive them, to proceed to the selection of seven sites for the

of the State university and the election of three commissioners to report
o the next legislature.
rk notified the senate accordingly, and on the same day, the hour having
for the assemblage of the two houses to proceed to the selection of seven
the location of the State university and the election of three commissioners
; thereon, the senate and its officers, preceded by the sergeant-at-arms,
o the representatives' hall and took the seats assigned them. The presi-
he senate and of the joint meeting then announced the object of the joint
ge.
mphreys, of the senate, and Mr. Durham, of the house of representatives,
ointed tellers to receive and count the votes.
o houses then proceeded to make their several nominations of sites for the
of the university.

six ballots the president decided that Louisville, Kosciusko,
ippi City, Brandon, Oxford, Middleton, and Monroe Missionary
were selected as possible sites from which to make choice.
hree commissioners were then balloted for and the result on
llot was the choice of Hon. William L. Sharkey, Hon. William
don, and Hon. Thomas H. Williams.
Brandon and Mr. Sharkey declined to serve, and the governor
ed in their stead Messrs. Joshua T. Russell and J. A. Van
.
ommissioners discharged their duty punctually and faithfully.
sited all of the seven places nominated, and presented to the
gislature a full report.[1]
eupon, on the 26th of January, 1841, the two houses in joint
proceeded to ballot for the selection of the site, with the follow-
ult:

| Place voted for | First. | Second. | Third. | Fourth. | Fifth. | Sixth. |
|---|---|---|---|---|---|---|
| City | 33 | 33 | 31 | 36 | 49 | 57 |
| | 15 | 17 | 22 | 27 | 38 | 56 |
| | 15 | 18 | 19 | 23 | ..... | ..... |
| ssionary Station | 14 | 16 | 22 | 27 | 28 | ..... |
| | 12 | 10 | ..... | ..... | ..... | ..... |
| | 12 | 16 | 18 | ..... | ..... | ..... |
| | 9 | ..... | ..... | ..... | ..... | ..... |

eupon the president announced that Oxford was selected as the
the State University.[2] The citizens of Oxford and of Lafayette
had already purchased and conditionally donated to the uni-
a fine section of land, adjoining the town, for the site.
e 10th of January, 1844, the governor-elect, A. G. Brown, was
d, and delivered to the legislature an inaugural address, in
e said:

which witnesses the completion of this magnificent temple of learning
brilliant one in the annals of Mississippi. It will be regarded as the
of a new era in the history of letters, and as such will be hailed with joy
ends of science throughout the nation.

[1] House Journal, 1841, p. 267. [2] Ibid., p. 311.

Our State will not be appreciated at home nor sufficiently honored abroad until her educated youth shall acknowledge as their alma mater this or some other reputable college within our own limits. The practice of sending the youth of the country abroad to be educated ought to be discouraged. The only effectual means of doing so is to rear up colleges and academies at home, which may successfully compete with those of other States. The enterprising founders of Centenary College have set a noble example, and one which deserves imitation. Let such institutions be encouraged by all proper means in our power, and instead of sending our youth abroad to be educated, where they sometimes contract unfortunate habits, and grow up with false prejudices against home institutions and laws, they may be kept at home comparatively under the supervisory care of their parents, surrounded by those institutions and protected by those laws which it is proper they should be early brought to love and reverence.[1]

Responding to this message, the legislature granted a charter for the university on the 24th of February, 1844. The reader has probably been struck by the concluding expressions used in the governor's message, quoted above. They contain an allusion to a subject which must be treated for a full comprehension of the motives to the final establishment of the university, so long delayed. We must therefore indulge in an excursus on

### A RETARDING INFLUENCE, AND THE DEVELOPMENT OF A SENTIMENT.

By referring to the introductory chapter on "The early social and political history of Mississippi," it will be seen that the conditions under which this State was occupied by the English-speaking people were remarkable.

The lands were fertile, and were granted in large tracts on very easy terms. The immigrants were people of means and of culture. They came from a comparatively old and an absolutely refined civilization, where, amongst other institutions, educational establishments of a high order flourished. Many of the immigrants were from the New England States; many from the Middle States, and nearly all the remainder from Virginia, Maryland, Kentucky, Georgia, and the Carolinas. They brought with them full knowledge of Harvard, Yale, Princeton, University of Virginia, Transylvania, the University of North Carolina, et id omne genus, and long preserved pleasant and loving remembrances of the old colleges of their youth.

Knowing these facts it would be a natural inference that they should incline to send their sons back to those colleges to be educated. Such was the fact. In the biographies of all the elderly men whose youth overreaches the decades between 1810 and 1840, the statement that he was educated at one or other of those institutions is invariable, provided the youth received any college training. The first man to take a college degree in Mississippi was James M. Smiley, in 1833, and even he had had a preliminary course at Jefferson College in Pennsylvania. Yet Jefferson College in Mississippi had been incorporated and endowed ten years before he was born.

[1] House Journal, 1844, p. 207.

spect to the girls, the conditions were different. The greater cy of the females to find their interests in domestic life; the inclination of parents to keep their daughters under their wings; w and difficult means of travel used exclusively in those days— spired to keep the girls at home. Consequently greater honest was made to build up and encourage female schools at home. st public school of which we have any record was the female of Dr. Ker, in Natchez, in 1801. While Jefferson College was orated in 1802, yet it did not open its doors for nine years, and t the most feeble and languishing existence as an academy 830; but, on the other hand, Elizabeth Female Academy, estab- in 1818, sprang at once into lusty and fruitful life.

are not, however, left to infer the causes of the practical indif- felt by the people of that period to the support of high grade olleges in this State. There is plenty of direct testimony on the For instance, a committee was appointed by the trustees of on College in 1837 to inquire into the causes of the ill success institution; and in their report, made in October of that year, tributed the unsatisfactory condition:

y to the prevalent feeling of partiality and veneration for the time-honored inguished institutions of the North, which impelled most parents to resort for the education of their sons, attaching a high value to the honors derived se venerated shrines, from which have issued so many distinguished men ames have shed a luster upon the history of their country.[1]

n, in an address delivered at Madison College in 1859, ex-Gov- A. G. Brown said:

outhern parents cease to send their sons and daughters to the North, and to build up schools and colleges at home. I know that experiments have our own State, and I know the cause. Jefferson College was the first l in Mississippi. Mr. Jefferson, the great friend of home instruction, was its It was incorporated in 1802 by the then territorial legislature of Mississippi, he following year Congress made to it a grant of one township, or about res of land. Had the resources of this college been husbanded, and its es recognized and encouraged, it might have dispensed a vast amount of , and boasted to-day of an endowment equal to half a million of dollars. of this it has languished for half a century—starved amidst teeming wealth geous luxury. Its funds have been squandered, and to-day it almost gasps th. Why has this been? Those who lived under the very shadow of the efused to support it, allowed its money to be wasted, and sent their sons and rs to the North to be educated. In the thirty-eight years, from 1802 to 1840, re incorporated no less than 110 academies and colleges in Mississippi, male al. Most of them had a fitful existence, and then went down to that gen- ptacle of old and useless things, "the tomb of the Capulets." The cause is—the children of Mississippi could only be educated at Northern schools.

impossible to tell to what extent the prepossession in favor of rthern and Eastern colleges so strongly insisted on and objected e foregoing quotations would have affected educational interests State had nothing intervened to combat it; but something did ne. The question of slavery arose, and became the all-absorbing

[1] Charter and St. of Jefferson College, 1840, p. 89.

issue of the day. It deeply stirred the matter of education; indeed, what interest did it not stir?

Until 1829–30 the abolition idea was representative of a sentiment only. In 1831 and 1832, The Liberator, an "immediate abolition" newspaper, and the New England Anti-Slavery Society were established. In December, 1833, the American Anti-Slavery Society was formed, and began to assume national importance. In 1839 was organized the American and Foreign Anti-Slavery Society. In the election of 1844 this society was strong enough to poll 62,300 votes; which being drawn mostly from the supporters of Mr. Clay, gave Polk the electoral vote of New York by a plurality, and made him President.

The assaults of this party on the South were deeply felt there; the "gradual abolition" theory, which had largely prevailed in the South itself up to this time, was swept away in the tide of resentment, and the new and aggressive phase of the antislavery feeling was regarded as insulting to the South and dangerous to the continuance of the Union.

This development in the Northern States of the Union soon began to affect the question of Southern education. Many of the leading men in the South strenuously urged the expediency of abandoning the practice of sending Southern boys North to school, and by consequence to advocate the using of every effort to build up colleges in the South.

It is not well, as a general rule, to rake over the embers of dying hatreds. But these questions have now so completely fallen into the stage of lifeless ashes that we may venture, in the interest of historical truth, to recall somewhat of their living fierceness.

The new phase of sentiment found early expression through Governor McNutt. In his message of the 8th of January, 1839, he said:

> Patriotism, no less than economy, urges upon us the duty of educating our children at home. In early life the strongest impressions are made. Those opposed to us in principle, and alienated in interest, can not safely be entrusted with the education of our sons and daughters.[1]

On the 9th of May, 1839, a discussion was held in the Raymond Debating Club upon the following question:

> Is it more advisable to have the youth of Mississippi educated at the literary institutions within the State than to send them abroad?[2]

In his message of January 10, 1844 (the message that brought about the incorporation of the State University), Governor Brown said, as quoted above:

> The practice of sending the youth of the country abroad to be educated ought to be discouraged. * * * Instead of sending our youth abroad to be educated, where they sometimes contract unfortunate habits, and grow up with false prejudices against home institutions and laws, they may be kept at home, comparatively under the supervisory care of their parents, surrounded by those institutions and protected by those laws which it is proper they should be early brought to love and reverence.[3]

[1] House Journal, 1839, p. 9. [2] The Southern Sun, July 9, 1839.
[3] House Journal, 1844, 207.

se were mild utterances, and reflected the nature of the growing tion to Northern education. The tendency of such a system to Southern youth with antislavery proclivities was felt to be ionable. Heretofore, however, the antislavery idea had been a sentiment. It had not been sufficiently aggressive to excite nension. The objection to coming into contact with it through ung students was also sentimental and sought reenforcements ther considerations. Thus, Governor McNutt invokes economy lovernor Brown the point of a stricter paternal supervision. er argument advanced was that of the supposed injury to the ution by the loss, through a protracted residence in a strange e, of the acclimation given by Southern birth.

r this period, however, abolitionism gathered strength with al rapidity. The Southern people were filled at once with alarm dignation, and those who considered the question of education at pidly came to regard the danger of abolition propagandism as an ficient argument for home education, needing no reenforcements. en the university was incorporated, in February, 1844, this feeling ot reached its height. That was the year in which the Anti- y Society practically defeated Mr. Clay, but it had not yet been But while the tidal wave of passion had not yet come in, the ras on, and its strength was sufficient to overcome the obstruction nfra-state sectional difference, of which account will be given a ges further on, and largely contributed to bring the university ing.

## THE CHARTER.

act of incorporation which finally called into being the institu- long hoped for is as follows:

AN ACT to incorporate the University of Mississippi.

Alexander Ventress, John A. Quitman, William L. Sharkey, Alexander M. , William Y. Gholson, Jacob Thompson, Pryor Lea, Edward C. Wilkinson, M. Howry, John J. McCaughan, Rev. Francis L. Hawks, J. N. Waddel, A. H. are hereby appointed trustees of the University of Mississippi, in Lafayette and they and their successors in office are hereby declared and constituted politic and corporate, by the name and style of the "University of Missis- a majority of whom shall form a quorum to do business, but a committee of nber may be appointed to transact necessary business in the interim of a session of said trustees.

d corporation shall be possessed of all the general powers, privileges, and nts now secured to similar corporations by the constitution and laws of to and to adopt such by-laws and rules as they may deem expedient, for the lishment of the trust reposed in them, not repugnant to the constitution and this State.

said board of trustees shall have full power and entire control over the belonging to the "University of Mississippi," or the "seminary fund," after have been collected, to be by them applied toward the consummation of the the "University of Mississippi;" and said trustees shall have power to and adopt such a system of learning as in their judgment they may deem

most advisable to be pursued in the course of education in the university; to employ a competent person to draft a plan of the same, and appoint commissioners to contract for the erection of the university building, so soon as they may think advisable.

4. Said board of trustees shall have power to fill all vacancies that may occur in their body.

5. This act shall be repealed at the will of the legislature, and shall be in force from and after its passage.

James Alexander Ventress, of Wilkinson County, whose name first appears in the enumeration of trustees above, was the same Mr. Ventress who in 1840 was chairman of the committee on the seminary fund and, as such, introduced the bill to locate the university, and conducted it to the fortunate conclusion. He was a gentleman of scholarly attainments and had been educated in Germany.

### FIRST MEETING OF THE TRUSTEES.

The first meeting of the board took place in Jackson, on the 15th of January, 1845. A temporary organization was effected by calling Mr. Quitman to the chair, with Mr. Lea as secretary. The first motion made was by Mr. Clayton, on which it was—

*Ordered*, That a committee of three be appointed by the chair to report, as early as practicable, a system of by-laws for the government of the board.

Messrs. Clayton, Howry, and Lea were appointed; and on motion of Mr. Sharkey the chairman was added.

On the 17th the committee reported a code in nineteen articles, the first of which declared that the officers of the corporation should be a president, secretary, and treasurer, and an executive committee of the trustees.

The board then proceeded to the election of president of the board of trustees. Hon. Alexander M. Clayton was chosen and took the chair.

The board then inaugurated proceedings to obtain information in regard to the seminary fund, to procure plans and specifications for the proposed buildings, and adjourned after transacting further business of minor importance.[1]

### SECOND MEETING OF THE TRUSTEES.

The next meeting of the board was at Oxford on the 14th of July following (1845). At the very first they were met by the president with the disheartening information that the auditor declined to issue any warrants in favor of the university until further legislation was had on the subject, and nearly all their deliberations at this meeting were directed to this complication and to the question of the condition of the seminary fund.

Notwithstanding the embarrassment, they considered their scheme of financial policy. The conclusion reached was this: That inasmuch

[1] Minutes of the board, Vol. I, pp. 1-8.

e commissioner of the seminary fund had stated the probable nt, collected and collectible, at from $150,000 to $160,000, the f $100,000 thereof should be reserved for permanent investment, he remainder (not, however, to exceed $50,000) used for buildings utfit. However, should in any event the total fund not exceed 00, then at least $75,000 should be invested and only the excess ed for buildings and furnishings. It was not designed to set for present use either of those sums, however. All that could be done at the time was to set apart $15,000 for the purpose of ruction.

this basis the executive committee was empowered, not to make ncts, but to receive proposals for building contracts.[1]

### THIRD MEETING OF THE TRUSTEES.

next and third meeting of the board was in Jackson on the of January, 1846.

trouble in regard to obtaining funds was still in the way. The ng committee appointed at the last meeting reported that they ot been able to accomplish anything, and were discharged.

architect was elected and a plan submitted by him for a building ted, with some modifications. The sum of $15,000 was ordered placed in the hands of the treasurer (when it could be got) for ng purposes, and the executive committee authorized to make ncts not to exceed $20,000 after the legislature should have passed propriation bill.

### THE BASIS OF SCHOLARSHIP SETTLED.

uestion of paramount importance settled at this meeting was that scholastic principle of the institution. The question was raised esolution offered by Mr. Quitman, to the effect that "the act of gislature constituting the University of Mississippi contemplates tablishment of a seminary of learning upon the usual plan of an ican university, or college, for instruction in the higher branches rning." The vote on this proposition was by yeas and nays—7 against, and 1 not voting. It is noteworthy that the gentleman oted against the resolution was Mr. Ventress.[2]

vever, that settled the question that the seminary was to be a rsity in fact as well as in name.

### GOVERNOR BROWN'S SCHEME FOR AUXILIARY SCHOOLS.

he legislature then in session Governor Brown had said in his ge

[illegible] the [illegible]ersity has been located at Oxford, in Lafayette County, a suitable site has been procured for the buildings. The trustees held a meet

[1] Minutes of the trustees, Vol. I, pp. 8, 12, 14.
[2] Ibid. pp. 16-21.

ing in July, 1845, and subsequently furnished me with printed copies of their proceedings, which I herewith transmit to the legislature. An appropriation will be necessary to enable them to erect their buildings. Economy should be observed in their construction; convenience and durability being consulted, rather than beauty and ornament. I recommend that the sum set apart be limited to $50,000. * * * The State ought to assume the $110,000 lost in the Planters' Bank and place it at once on the same footing with the $103,287 now in the treasury. The fund would then amount in round numbers to $250,000. Two hundred thousand dollars of this should be retained as a permanent fund, and the residue appropriated to the erection of college buildings at Oxford, as heretofore suggested.

This permanent fund should be kept in the treasury and an annual interest of 8 per cent paid on it. This interest ($16,000) should be set apart in the treasury at the beginning of every year and kept sacred and inviolable for the purposes hereafter to be named; and here let me remark that the vexation and expense which has attended a first collection of this fund, and the heavy and ruinous losses which it has sustained in the hands from which it has been slowly wrung, should admonish the legislature to take charge of and keep it secure in future.

Of the $16,000 interest I recommend that $8,000 be appropriated to the annual purposes of the college. There should be then established ten academies or high schools at as many different points in the State, to be designated by the legislature, having reference to geographical divisions. To each of these there should be an annual payment of $800 out of the remaining $8,000. Nothing is clearer to my mind than that the college will not succeed without the aid of auxiliary schools. These schools need not, and indeed should not be in the immediate vicinity of the college, but at such points to give it the most efficient aid, and at the same time to diffuse the greatest amount of intelligence among the people. The language of the act of Congress in making the grant of land from which we derive this fund is that "it shall be vested in the legislature of the State in trust for the support of a seminary of learning." This language, "a seminary of learning," has been thought to limit the legislature to the establishment of one school, and to negative the idea that that school should have auxiliary departments. It has seemed to me so palpable that the trustees could so act as to carry out the great object of the trust, which was the diffusion of knowledge, that I have not fallen into what is, to my mind, a constrained idea of the law of Congress. It does not necessarily follow that because the act of Congress said "a seminary" that it meant there should be one school under one roof, or that the "seminary" and all its auxiliary departments should be in the same inclosure, or even in the same city or town. The spirit of the act of Congress is carried out by the establishment of one seminary, university, or college, with such auxiliary departments as are necessary to its success. These should be under the same general supervision and control, and be located at such points as to be of the greatest advantage to the main college and to the cause of education.[1]

### ATTEMPT TO REPEAL THE CHARTER.

This message brought on a notable and important struggle. In order to understand the following episode it is necessary to recall a controversy in the political history of the State, now long since passed away, and the memory of which is only preserved in the time-stained files of the contemporary newspapers.

The Mississippi Territory was organized in 1801. The State was received into the Union in 1817; but at that time only the southern third of the present State was occupied by the whites; the Indians held the residue. From 1830 to 1834 the Choctaws and Chickasaws

[1] Senate Journal, 1846, pp. 13, 14, and 23-25.

thers' good, and not be so jealous of this or that place being more prosperous heir own. He regretted that the gentleman from Lafayette [Mr. Cushman] ade the remarks he did in relation to the 2-per-cent fund and the 500,000 acres l, as he thought them out of place and uncalled for. He went on to give his n upon a system of education which he desired to be adopted for the whole making an eloquent appeal to the house to forget and bury all sectional nces.

Emanuel said, at the hazard of appearing to disadvantage in following the man from Amite, who had just favored the house with his views on the subject bill now under consideration, he would avail himself of this occasion to s his hearty concurrence with that gentleman in the course which he advo- and he would commend to this house the liberal and conciliatory spirit of ll-expressed, well-timed, and high-toned sentiments of that gentleman. He ded that the law of Congress donating to this State a portion of the public o create a fund for the establishment of a State seminary left no discretion his legislature as to the appropriation of that fund, and that honesty and aith sanctioned the grant of the $50,000 which it is the object of the present place under the control of the trustees of the Oxford University. It is but ng out the provision of an existing law of the State in relation to that insti- . He would not hold back from that institution the funds to which it was entitled, merely because of its northern location. He was opposed to that f dog-in-the-manger legislation. He deprecated all narrow sectional preju- n legislating on a subject of such magnitude, involving the interest of so erable a portion of this Commonwealth. He considered that education and al improvement were the two great subjects which called for prompt and wise tion. They were questions which should not be met with contracted and al feelings. The threat, or suggestion, as he termed it, of the gentleman from tte [Mr. Cushman], intended for the special attention of the friends of the Southern Railroad bill, should not drive him from his purpose of acting with stice and liberality toward this northern university which he felt it his duty because that gentleman had made a remark which evinced more zeal than ion.

ould go with the friends of education with hearty good will, as he would hose of internal improvement, and his advice to the friends of both those great would be to pull all together. He said he adopted the construction maintained governor in reference to the State seminary; he believed that a gradation ols auxiliary to that institution was the proper view of the subject, and in inion would certainly conduce in the highest degree to the public good. He ere was no one who would go farther than he to promote the cause of primary and elementary education, and no State nor people needed them more than ut the claims of the university were none the less just and entitled to legis- liberality. The best interests of the people of Mississippi would be promoted beral policy of this legislature with regard to education and internal improve- and for one he should endeavor in his action as a member of that body to their just expectations.

notion the committee rose and reported the bill back to the house without ment

question was called for on Mr. Simrall's resolution and pronounced out of

question to recommit the bill, in order to refer it to the committee on educa- as lost by yeas 34, nays 56.

question on the passage of the bill was decided affirmatively.

Special correspondence of Woodville Republican, January 31, 1846.

THE LYCEUM NO. 2—UNIVERSITY OF MISSISSIPPI.

### FIRST APPROPRIATION FOR BUILDINGS, ACT OF 1846.

Thus the legislature passed the act following, which was approved on the 26th of January, 1846:

AN ACT supplementary to an act for the incorporation of the University of Mississippi.

1. So much of the third section of an act entitled "An act to incorporate the University of Mississippi," approved February 24, 1844, as gives the trustees of the university full power and entire control over the funds belonging to the University of Mississippi or the seminary fund, is hereby repealed.

2. The treasurer of the State is hereby authorized and required to pay to said board of trustees, or their order, upon warrant from the auditor of public accounts, during the present year, when demanded, the sum of $25,000 out of any money in the treasury not otherwise appropriated; and the said treasurer is required to pay to the said board of trustees, or their order, upon warrant from the auditor, during the next year, commencing on the 1st of January, A. D. 1847, the further sum of $25,000, when demanded, out of any money in the treasury not otherwise appropriated.

Section 1 of the foregoing act must be specially noted. The result has been that the trustees have never had any other control over funds than the disbursement of income.

### BUILDINGS BEGUN.

Hitherto the university had enjoyed "a local habitation and a name," indeed, but nothing more. This act, however, gave promise of better things. The work of building and furnishing could now begin actively. Consequently on an appointed day, the 14th of July, 1846, the corner stone of the principal edifice, the lyceum, was laid, with appropriate Masonic ceremonies, and an address was delivered by William F. Stearns, esq., a lawyer of Holly Springs, and subsequently the first law professor of the institution.

For the next two years, 1846 and 1847, the attention of the board was almost wholly engrossed in architecture and builders' accounts. The trowel, the plane, and the ledger were the rulers of those hours. To a very considerable extent this was also true of the year 1848; but in that year much other important work was to be done, for in the autumn the institution was to be launched.

### INCOME PROVIDED—ACT OF 1848.

At the session of the legislature in January, 1848, a memorial was laid before that body presenting the condition and necessities of the university. The legislature thereupon passed the act of February 25, 1848, whereby the sum of $6,227.75 per annum was appropriated to the university, to be paid semiannually, and whereby it was ordered, further, that "the interest, at 6 per cent per annum upon the sum now standing on the books of the treasurer of this State, and upon all sums that may hereafter be paid into the treasury of the State to the credit of the university, be paid semiannually." The sum so standing was variable to a slight extent, but it was about $90,000. The effect of this

e, therefore, was to give to the institution, aside from extraordi- ppropriations and its own earnings, an annual income of about 0. It was ready to take up its work.

### ORGANIZATION OF FACULTY.

adjourned meeting of the board was held in Jackson February 48, at which—

otion of Mr. Sharkey it was resolved that the faculty of the University of ppi shall consist of a president, who shall discharge the duties of professor of and moral philosophy, rhetoric, evidences of Christianity, logic, and political y.

rofessor of ancient and modern languages.

rofessor of mathematics, pure and mixed.

rofessor of natural philosophy and astronomy.

rofessor of chemistry, geology, and mineralogy.

the president shall receive an annual salary of $2,000, and each of the other rs $1,500, with the perquisites arising from tuition fees.

Sharkey submitted the following resolution:

ed, That the president shall cause notice to be given by publication in the papers that five professors will be elected by the trustees of the University issippi (one of whom shall be president) at their next meeting on the second in July next, and that their services will be required about the 1st of Octo- t.

### PROHIBITION OF RETAILING IN VICINITY.

the 25th of February, 1848, was passed an act prohibiting the intoxicants within 5 miles of the university. This prohibition, l and made even more strict by numerous subsequent amend- is yet in force. The law now forbids the selling or giving away the defined limits of any vinous, spirituous, or malt liquors, in the dispensation of private hospitality at the place of actual nce, or when administered medicinally in sickness.

### SCHEME OF EDUCATION ADOPTED.

the July meeting, 1848, the board adopted the following scheme cation:

he sessions of the university shall comprise ten months.

ach professor shall instruct two classes—a junior and a senior

he president shall instruct his junior class in mental and moral phy, logic, and belles-lettres; his senior class, in political ny and international law.

he professor of mathematics and astronomy shall assign the dif- branches of his department as may seem proper to him.

he professor of natural sciences shall teach chemistry, geology, logy, botany, and natural philosophy.

he professor of ancient and modern languages shall teach Latin, Hebrew, French, Spanish, and German.

## THE UNIVERSITY AND RELIGION.

But the great question considered at this meeting was that of the relation between the university and the religious sentiments of the people of the State. The discussion and settlement of that vital point, and other interesting matter, was narrated by Dr. Waddel, an eye-witness, in an oration delivered by him at the university on the 25th of June, 1873, being the twenty-fifth anniversary. From that address the following extract is taken:

In July, 1848, the board proceeded to the election of their first faculty. Extensive notice of the time of this election having been given through the public prints, the board on assembling found themselves in possession of the names and certificates of recommendation of about 180 candidates for office in the faculty, distributed about as follows: For the office of president 17 applicants sent in their names; for the professorship of mathematics and astronomy there were 60 candidates; 30 applied for chemistry and natural philosophy, and for the chair of ancient languages from 60 to 75 candidates laid their claims before the board. In the course of this election a discussion arose involving important principles of organization, and which had a material bearing upon the future of the university, and the influence of the discussion affected the election in its results. An influential trustee planted himself upon the untenable ground that "no clergyman of any denomination should be elected to a chair," and the gentleman also protested earnestly against the introduction into the curriculum as a study of "the evidences of Christianity." In this latter position he was sustained by another trustee, who tendered his resignation upon the fact that this branch of study was to be introduced. The ground of opposition to these two ideas was stated to be that "the evidences could not be taught so as to avoid the inculcation of the tenets of some particular church or some theological dogma peculiar to some Christian sect. The institution being the property of the State, and not of any sect or party, the people of the State of all descriptions had a right to forbid any propagation of religion that would not be universally acceptable. It was manifestly improper therefore that such things should be permitted, and this would be inevitable should ministers of the gospel be eligible to professorships, or should the evidences of Christianity form a part of the course of study." I have in my possession to this day a letter from one of the wisest and most devoted members of the board of trustees who participated in this election, which bears date July 19, 1848, and states the fact that "one member of the board resigned because the evidences of Christianity formed part of the curriculum, and in his letter of resignation made a long and heavy assault upon religion." Again he adds, "Another trustee followed this letter with an assault upon the ministry." Such was one of the many difficulties which then pressed upon the university. Beginning with its infancy difficulties have kept pace with its entire career in some shape or other.

The assaults referred to were not, to the extent designed, successful, it is true. They were influential enough to prevent the election to the presidency of an eminent educator who was voted for and who was a clergyman; yet the debate, which was held in public in the presence of many of the best citizens, members of the various churches of the country, created so strong a sensation of disapprobation and so much indignation was aroused against the action of the board as to cause a reaction before the close of the election.

### THE FIRST FACULTY.

The balloting continued from Monday to Friday at intervals and resulted as follows:

George Frederick Holmes, LL. D., was elected president. * * * At the time of his election Mr. Holmes was a professor in William and Mary College, Virginia; an Englishman by birth.

Taylor Bledsoe, LL. D., was elected to the chair of mathematics and ny. At the time of his election he was a citizen of Springfield, Ill., a f Kentucky, and a graduate of the West Point Military Academy.

Millington, M. D., was elected professor of natural philosophy and chemistry. ington was at the time of his election a professor in William and Mary Virginia; by birth an Englishman.

S. Waddel, D. D., was elected to fill the chair of ancient and modern lan- He was at the time a citizen of Jasper County, Miss. (where he was then ing the celebrated Montrose Academy), and by birth a South Carolinian; a e of the University of Georgia.

four gentlemen were selected from about 175 or 180 applicants, and one of [Dr. Waddel] was a clergyman, the strong opposition "to the contrary standing."

the public discussions in relation to the evidences of Christianity exerted an able influence, and many persons abroad, throughout this State and the adjoin- es, received the impression that the university was a regularly organized nstitution. It may, perhaps, be attributed to this, as an immediate result, ly 80 matriculates were enrolled during the first session, and very little influence was exerted over the student body.

### THE FIRST SESSION OPENED.

niversity of Mississippi was opened in regular form on the 6th of Novem- s. Inauguration exercises were conducted in the lyceum in the chemical room, the only public hall on the campus at that time which was capacious to accommodate an audience of any considerable size. A large and interested were on that occasion addressed on behalf of the board of trustees by cob Thompson, then a member of Congress from Mississippi, and a man of e influence and widely extended popularity. This was followed by an e and chaste oration by the president, George F. Holmes, who is now a pro- n the University of Virginia. [The first student enrolled was Thomas Bugg, who graduated in 1851, and is now practicing law in Florida.]

organized, the faculty and students entered at once upon the practical dis- of their respective duties under many difficulties and inconveniences. In a the interior, remote from the great thoroughfares, and long before lines of s were established to any great extent, no text-books were to be obtained at great delay ensued before this want and that of other essentials could be In due time, however, the new machinery was fairly put into operation.

### FIRST STUDENT BODY.

ty to my office as historian on this occasion impels me to record that, in all ity, very rarely, if ever, was an institution attended by a body of students ierly and turbulent as the first students of the university, in mass, proved It is true that among those early students there were some of the first en of the country; but in point of morals and intellectual advancement, e body of the students were idle, uncultivated, and ungovernable.

### DEPARTURE OF PRESIDENT HOLMES—LEAVES—PROFESSOR BLEDSOE ACTS.

ealth of the children of the president required its return to Virginia, and the health of the president himself rendering it necessary, he returned to Virginia; he close of the first term of the first session the university was found without ent. Professor Bledsoe was requested by the board to act as president, and, the two remaining professors, the affairs of the university were successfully by him, and the scholastic year closed with an exhibition of the students tion and composition. Previous to the close of the session, however, the professor was by no means a sinecure—no child's play.

LIBRARY BUILDING—UNIVERSITY OF MISSISSIPPI.

The difficulties in the management of the students arose from the assembling together of so many untrained young men and boys, many of whom had never before attended such an institution, and whose imaginations had been allured with the traditional belief that a college life was only a scene of fun and frolic. I may dismiss this subject with the remark that, in my opinion, nothing saved the infant university from utter ruin, under God's blessing, but the sternest and most rigid exercise of discipline.

The institution, as has already been remarked, did not pass unscathed through the fiery ordeal. The confidence of the citizens of the State had received a shock so violent, in consequence of the disorders of the first session, coupled with the still lingering apprehensions awakened at the outset in regard to the infidel tendencies of the university, that it was very slow in returning.

### PRESIDENT LONGSTREET.

The institution, however, began its career from the auspicious period of the accession to office of the second president, the eminent and beloved Longstreet. For, although the number in attendance during the second session was small, yet in all the elements of true prosperity, in orderly deportment, diligent application, and mental progress on the part of the students, in fidelity and success on the part of the faculty, the institution was far in advance of its status during the first session. The statistics of its patronage, year by year, enjoyed by the university during the twenty sessions of its actual operation, show that, with the usual slight variation in number common to all institutions, which may be readily and satisfactorily accounted for, the confidence of the people in the university has been steadily growing.

### FIRST CODE OF BY-LAWS.

The narrative of Dr. Waddel has carried us a little ahead of time. To go back to the 7th of November, 1848: On that day the first code of by-laws to regulate the workings of the university as an institution of learning was adopted. The most noticeable feature was that respecting free students. The tuition fee having been fixed at $30 per annum, three classes of students were exonerated from its payment. First, sons of ministers; secondly, poor young men not able to pay; thirdly, one student from each senatorial district in the State, to be selected by the boards of police on competitive examinations.[1]

### LIBRARY FOUNDED.

In July, 1849, Hon. Jacob Thompson laid the foundation for the university library by a valuable donation of books, for which a special case was ordered by the board, to be labeled with his name. To this nucleus the board added a purchase to the extent of $500 two days afterwards.[2] In 1854 the university library and those of the two literary societies aggregated about 3,000 volumes. In 1856 they had increased to about 4,000 volumes; in 1858 to over 5,000 volumes. In 1870 the sum of $5,000 was appropriated for the purchase of books, and a reading room was established in connection with the library, to be furnished with the leading American and foreign journals, for the benefit of the faculty and the students. The $5,000 appropriation seems not to have been expended, for in 1875 it is still mentioned as having been

[1] Minutes of the Trustees, vol. 1, pp. 87-99. [2] Ibid., pp. 103, 106.

nd the number of volumes in the libraries had only reached 5,000." Of that number 2,500 were reported as in the libraries two societies. Several hundred volumes were added to the ity library during the year 1878. The addition of new volumes ear, and especially of a large number in 1885–86, brought the ity library to about 12,000 volumes. In the meanwhile, the s, being indisposed to keep up their libraries, had sold them. 86 the library facilities were much enlarged. Up to that time ary had been opened once a week, and then for two hours only, issuance and the return of books; but at that time a librarian ovided for, and the library required to be kept open for three laily. Miss Julia A. Wilcox was elected librarian. In 1887 ilcox was succeeded by Mrs. Alice M. Beynes.

88 the trustees appropriated $10,000 for the erection of a library g, the library having been to this time kept in a large room in d story of the lyceum. The building was completed in 1890 at cost of $11,500. It has two principal stories and four rooms. room 45 by 35 feet on the first floor is devoted to the miscella- nd popular library. A similar room on the second story, divided table alcoves, contains the scientific and technical library. The er rooms, ovals, 20 by 24 feet, are set apart for studies in con- with the libraries. There are now about 13,000 volumes. The is kept open five hours daily.

## THE FIRST GRADUATING CLASS.

irst class to graduate was that of 1851, all taking the degree of or of Arts, then the only baccalaureate degree offered. The tes were as follows:

| | |
|---|---|
| as E. Bugg | Chickasaw County. |
| a L. Halbert | Aberdeen, Miss. |
| B. Herring | Pontotoc County. |
| L. Hudson | Marshall County. |
| W. Lambuth | Missionary in China. |
| S. McRaven | Marshall County. |
| I. Moseley | Kemper County. |
| borough Pegues | Marshall County. |
| am C. Pegues | Marshall County. |
| an M. Phipps | Lafayette County. |
| s L. Quarles | Lafayette County. |
| L. Webb | Lafayette County. |
| am L. Webb | Lafayette County. |
| ry D. Young | Lowndes County. |
| as L. Young | Lowndes County. |

## CLAYTON RESIGNS—THOMPSON ELECTED.

e 11th of July, 1883, Hon. A. M. Clayton, president of the board tees, resigned his trusteeship, and on the same day Hon. Jacob son was elected president.[1]

[1] Minutes of the Board, pp. 196, 197.

### AGRICULTURAL AND GEOLOGICAL SURVEY.

The next step of interest in the university's history was the direction by the legislature of the agricultural and geological survey, by the act of 5th of March, 1850. The importance of this subject has demanded a separate chapter, to which the reader is referred. Briefly stated, the effect of the act was fourfold:

1. To place on the university the responsibility for the survey, and the labor of it.

2. To organize by legislative enactment a professorship of agricultural and geological sciences, with an assistant.

3. To add the sum of $3,000 to the college revenue to be devoted to the purposes of the act.

4. To require the future proceeds of sales of seminary lands, not to exceed, however, the sum of $3,000 per annum, to be also devoted to those purposes, as if they were income.

### CHANGES IN FACULTY AND BOARD.

On the 10th of July, 1850, two assistant professors were elected by the board, one an assistant in modern languages, Adolph Sadluski; the other, in mathematics, Lucius Q. C. Lamar. On the same day the sum of $1,700 was appropriated for a purchase of books and globes.[1]

### CHEMICAL AND PHILOSOPHICAL APPARATUS.

On the 13th of July, 1853, Professor Millington resigned.[2] The executive committee were thereupon authorized to make arrangements for procuring a chemical, philosophical, and geological apparatus. To this period the university had enjoyed the use of the chemical and philosophical apparatus of Professor Millington. The committee purchased a portion of it, and in the purchase acquired a most interesting relic; this relic consisted of several troughs of galvanic battery which had formed parts of Sir Humphrey Davy's immense battery of 2,000 plates, with which he made the astonishing discovery of the metals of the alkalies.[3]

[1] Minutes of the Board, p. 131.

[2] John Millington, M. D., was an Englishman by birth and education. Reared in London, he was the associate and pupil of Farraday; was a member of the Royal Society. He was profoundly versed in the sciences of mathematics, natural philosophy, and chemistry, and an adept in civil engineering. He published a work on mechanics and one on civil engineering. A member of the Protestant Episcopal church, he was devout without bigotry. He was simple, honest, kind, and guileless. When he resigned he took the chair of chemistry and toxicology in the Medical College at Memphis. Died in Lagrange, Tenn., shortly after the close of the civil war.

[3] Minutes of the Board, p. 203; letter from Dr. Barnard, in the University archives.

made and the number of volumes in the libraries had only reached "over 6,000." Of that number 2,500 were reported as in the libraries of the two societies. Several hundred volumes were added to the university library during the year 1878. The addition of new volumes every year, and especially of a large number in 1885–86, brought the university library to about 12,000 volumes. In the meanwhile, the societies, being indisposed to keep up their libraries, had sold them.

In 1886 the library facilities were much enlarged. Up to that time the library had been opened once a week, and then for two hours only, for the issuance and the return of books; but at that time a librarian was provided for, and the library required to be kept open for three hours daily. Miss Julia A. Wilcox was elected librarian. In 1887 Miss Wilcox was succeeded by Mrs. Alice M. Beynes.

In 1888 the trustees appropriated $10,000 for the erection of a library building, the library having been to this time kept in a large room in the third story of the lyceum. The building was completed in 1890 at a final cost of $11,500. It has two principal stories and four rooms. A large room 45 by 35 feet on the first floor is devoted to the miscellaneous and popular library. A similar room on the second story, divided into suitable alcoves, contains the scientific and technical library. The two other rooms, ovals, 20 by 24 feet, are set apart for studies in connection with the libraries. There are now about 13,000 volumes. The library is kept open five hours daily.

### THE FIRST GRADUATING CLASS.

The first class to graduate was that of 1851, all taking the degree of Bachelor of Arts, then the only baccalaureate degree offered. The graduates were as follows:

| | |
|---|---|
| 1. Thomas E. Bugg | Chickasaw County. |
| 2. Joshua L. Halbert | Aberdeen, Miss. |
| 3. John B. Herring | Pontotoc County. |
| 4. John L. Hudson | Marshall County. |
| 5. John W. Lambuth | Missionary in China. |
| 6. John S. McRaven | Marshall County. |
| 7. John T. Moseley | Kemper County. |
| 8. Marlborough Pegues | Marshall County. |
| 9. William C. Pegues | Marshall County. |
| 10. Jordan M. Phipps | Lafayette County. |
| 11. James J. Quarles | Lafayette County. |
| 12. John L. Webb | Lafayette County. |
| 13. William J. Webb | Lafayette County. |
| 14. Beverly D. Young | Lowndes County. |
| 15. Thomas E. Young | Lowndes County. |

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[3] Minutes of the Board, p. 203; letter from Dr. Barnard, in the University archives.

## THE LAW SCHOOL; ACT OF 1854.

ng step in advance was taken in January, 1854. The board of s met in that month at Jackson. The legislature was in session. llowing memorial (a portion of which is omitted, however) was l to be transmitted to that body:

*nate and house of representatives of the State of Mississippi:*

EMEN: As trustees of the University of Mississippi we think it our duty to the legislature of the State. * * *

rofessional chairs, from four, now number eight. The monetary affairs of the ty, from a state of inadequacy extremely discouraging when the school s operations, are now sufficient to meet the yearly expenditures of the board. brary is increased to 3,000 volumes. Additional buildings now adorn the and serve to carry out the beautiful design of the architect.

net of minerals is in the course of collection and arrangement, and a phil- l apparatus—simple, but of extraordinary beauty—has been placed before r of the professor of physics since the last communication of the board with slature. Everything indicates the steady progress and the ultimate pros- f the University of Mississippi; but there is one great want which the ty seriously feels. The circle of the moral sciences, so far from being com- ere, is scarcely begun. Rhetoric, metaphysics, political economy, moral hy, logic—the last of doubtful utility, perhaps—may all be thoroughly nd well understood, but they do not prepare a man to begin the great busi- ife.

raduated young men often aspire to act in the councils of their country, and nd observation both teach them to look to the bar as the place of prepara- l of trial to vindicate their fitness for the halls of legislation. It is well hat for a period of a thousand years the bar has been the great road to the , the titles, the places and power of the politician, wheresoever the common England has been enforced. The university greatly needs a professorship of t not of law alone, in the opinion of the undersigned. The philosophy of ent should be taught together with it, and history, which is philosophy by example.

tion in the science of government we think of high importance to Southern o youth every where in a republic, but especially to the youth of our country. in a confederacy of States. The political relations of the States to each other d at in somewhat different lights, according to the geographical points of overnment is taught as a science in some of the States, but in few of the States, if in any of them. Our ambitious youth go to the East for instruc- his department, for it is to be found there alone. Such a school may or may ntagonistic in its principles to Southern views of the right philosophy of ent, but we feel assured that a Southern university of learning could never ate views of society and government which would prove prejudicial to interests. Besides political ethics, a right understanding and a full appre- t political morality is of the last importance in every republic.

th coming from the walls of the university with enlarged and fixed principles al justice with elevated notions of the use, the scope, and the design of ent would not be apt to sink into a factionist, or to merge the philosophic n the turbulent demagogue.

structors in law and government we would superadd (as we have said) on history and international law; and we think a single professor would ate to discharge the combined duties that are here indicated. But it would no ordinary man. Such a man as would fully suit the place would be of hcult selection than any other professor in the university. His character,

his acquirements, even his place of residence and of education, would have to be considered. But it is in the power of compensation to procure such a man, we suppose, and we respectfully ask the legislature to aid us in raising the compensation. The annual excess of our revenue over our current expenditures is barely sufficient to keep the university in fitting repair. Even if there was then any excess, it would be proper to apply it to the erection of additional buildings. It is apparent from the report of the commissioner of the seminary fund, now before you, that but little is, in future, to be expected from that source. If all the lands now belonging to this fund were sold even at present prices, and its dues were all collected, the annual interest from the whole of it would amount to about $1,500.

With such tuition fees as a law professor well known to be qualified for his duties might command, and a payment annually of $2,000 as a fixed salary, we think it probable that the scheme we have developed might be carried into effect. Having, therefore, stated the matter for the consideration of your honorable body, we pray the grant of an appropriation in conformity with the views set forth.

J. THOMPSON,
*President of Board of Trustees, University of Mississippi.*

This memorial was laid before the senate by its president, and resulted in the passage of the act of the 27th of February, 1854, which is as follows:

AN ACT to create in the University of Mississippi a professorship of governmental science and law.

1. That a professorship of governmental science and law be created in the University of Mississippi, and it is hereby made the duty of the trustees of said institution to elect a professor to fill the same, who shall lecture on the philosophy of government and science of law to such class or classes as may be formed therein, under such rules and restrictions as the board of trustees may prescribe.

2. That said board of trustees be authorized to fix the salary of the said professor and to regulate its payment, and that the sum of $2,000 per annum be and the same is hereby appropriated, out of any funds in the treasury not otherwise appropriated, to be applied toward the payment of the salary of said professor on the first day of January and July of each year, as other moneys are drawn by the said university, on a warrant of the president of the board of trustees.

3. That this act shall be in force from and after its passage.

On the 14th of July following it was accordingly resolved by the board "that the course of study in the law department shall embrace a term of two sessions, of ten months each; and diplomas will be granted to such students as shall obtain from the law professor a certificate of proficiency and qualification." On the 29th of August, William F. Stearns, esq., a distinguished lawyer of Marshall County (the same who in 1846 delivered the oration at the laying of the corner stone of the lyceum), was elected to the chair of governmental science and law. The duties of that chair, as defined, brought Professor Stearns into contact with students in both departments. The senior collegiate class and the junior class of the law students proper, under his instruction, pursued together the studies of international and constitutional law.

In the law school proper the students were examined daily upon their reading in the text-book under perusal, and such explanations were then afforded as were requisite in order to show wherein the general principles laid down by the author had been modified by local

es or adjudications. Occasional lectures were delivered to the s, illustrating the local law and practice peculiar to Mississippi. ourts were held weekly for the practical exercise of the seniors. w students were not subjected to any of the regulations of the sity, other than those which related to moral conduct.

text-books used were, Blackstone's Commentaries, Kent's Comries, Story on Bailments, Story on Agency, Story on Partnership, on Conflict of Laws, Smith on Contracts, Byles on Bills, Stephen ading, Angell and Ames on Corporations, Greenleaf on Evidence, s's Equity, Gresley's Equity Evidence, and Wharton's American al Law.

first law class, that of 1854–55, had seven members:

| | |
|---|---|
| in Jay Clanton | Panola County. |
| Alemeth Green, B. A. (U. M.) | Tippah County. |
| Josephus Lovejoy | Calhoun County. |
| ownes Moseley, B. A. (U. M.) | Kemper County. |
| te Washington Reasons | Calhoun County. |
| Stephens Terral | Jasper County. |
| Hiram Thomas | Oxford, Miss. |

he year 1857 the diplomas granted to graduates in the law depart- were made by law to operate as licenses to practice in all the of law and of equity in the State, and such has been the law ever hat date. At this time also large and valuable accessions were to the law library, bringing it up to more than 1,000 well-selected es. Bishop on Criminal Law was substituted for Wharton as a ook.

the first six years Professor Stearns had sole charge of this ment. At the close of that time the number of students had so y increased the labors that another professor was found neces Therefore the Hon. James F. Trotter, ex-judge of the high court ors and appeals, was elected as an additional professor. By his ng, ability, and industry Judge Trotter extended still further the ness of the department; but when the civil war came on, only one fter his election, the university work was suspended—this depart- with the other.

r the termination of the war, although the department of arts sorganized in July, 1865, the law school was not. At the June g, 1866, however, that school was reestablished. Hon. Horatio rall was elected professor, and pending the question of his ance and his reporting for duty Hon. Lucius Q. C. Lamar, pro- of ethics and metaphysics, was appointed to discharge the duties professor also. At a called meeting of the board, held on the January, 1867, Judge Simrall having failed to notify that body e would accept, such failure was regarded as a declination, and sor Lamar was transferred to that chair. The practice of uniting niors of the department of arts with the junior law students in a of international and constitutional law was not resumed.

Professor Lamar made no changes in the course of study. The school prospered under his management, but early in 1870, because of the political embarrassments surrounding the institution, he resigned his chair. The Hon. J. A. P. Campbell, now of the supreme court, was elected as his successor, but declined the chair. Thereupon Henry Craft, esq., of Memphis, Tenn., was elected, with Jordan M. Phipps, esq., of Oxford, Miss. (an A. B. of the university and ex-professor of mathematics), as adjunct professor. Mr. Craft did not take charge of the school at any time, but resigned in 1871. Judge Phipps conducted it alone during the session of 1870-71. On Mr. Craft's resignation Thomas Walton, esq., A. B. and LL. B. of the university, was elected professor, and the style of the chair was changed to that of "professor of law," simply. In June, 1872, the trustees reduced the period for attendance on the law school as a requisite to graduation from two years to one.

The school at this time languished. Patronage was small, and when, in the summer of 1874, Professor Walton resigned to accept a seat on the chancery bench, the school was suspended.

After three years, however, in the summer of 1877, the school was reestablished, and Edward Mayes, esq., of Oxford, Miss., an A. B. and LL. B. of the university, was elected professor, and he has occupied the chair ever since that date. Professor Mayes established the following course of study: Blackstone's Commentaries, Stephen on Pleading, first volume of Greenleaf's Evidence, Kent's Commentaries, Adams's Equity, Smith on Contracts, Addison on Torts (Harvard abridgment), read in the order indicated. As soon as Greenleaf was finished the moot court was begun. In June, 1881, the two-year course was reestablished. The books used were then as follows: For the juniors, Blackstone's Commentaries (omitting fourth book), Stephen on Pleading, first volume of Greenleaf's Evidence, second and third volumes of Kent's Commentaries, Bishop's Criminal Law, Bishop's Criminal Procedure, Bishop on Contracts, and Bigelow on Torts; for the seniors, Adams's Equity, Bispham's Principles of Equity Jurisprudence, Barton's Suit in Equity, first volume of Kent's Commentaries, Desty's Federal Procedure, Constitution of the United States, constitution of Mississippi, Cooley's Constitutional Limitations, Pierce on Railroads, May on Insurance, Code of Mississippi, in the order named.

This course of reading has remained in force, except that Broom's Commentaries on the Common Law have been substituted for Second and Third Kent, Contracts and Torts have been transferred to the seniors, Davis on International Law substituted for First Kent, Curtis's Lectures for Desty, and Tiedeman on Real Property for May.

e following table will show the attendance on the law school from undation until now:

| Session. | Juniors. | Seniors. | Total. | Graduated. |
|---|---|---|---|---|
| | 7 | | 7 | |
| | 14 | 8 | 22 | 6 |
| | 10 | 11 | 21 | 9 |
| | 7 | 9 | 16 | 9 |
| | 19 | 9 | 28 | 9 |
| | 14 | 27 | 41 | 22 |
| | 25 | 10 | 35 | 10 |
| | 18 | 1 | 19 | 4 |
| | 10 | 14 | 24 | 12 |
| | 15 | 11 | 26 | 10 |
| | 7 | 15 | 22 | 15 |
| | 6 | 1 | 7 | |
| | 6 | 4 | 10 | 3 |
| | 9 | 2 | 11 | 9 |
| | 5 | 1 | 6 | 5 |
| | 36 | | 36 | 29 |
| | 17 | | 17 | 13 |
| | 20 | | 20 | 19 |
| | 18 | | 18 | 18 |
| | 7 | 5 | 12 | 5 |
| | 9 | 5 | 14 | 5 |
| | 6 | 6 | 12 | 6 |
| | 5 | 3 | 8 | 3 |
| | 4 | 7 | 11 | 7 |
| | 5 | 5 | 10 | 5 |
| | 7 | 16 | 23 | 15 |
| | 3 | 14 | 17 | 11 |
| | 5 | 11 | 16 | 11 |
| | 12 | 10 | 22 | |
| Total | 326 | 205 | 531 | 265 |
| t students counted twice | | | 125 | |
| ndividuals attending | | | 406 | |

FIRST HONORARY DEGREES.

return to the year 1854. On the 13th of July of this year were erred the first honorary degrees bestowed by the university, that octor of laws on Dr. A. T. Bledsoe, on his retirement from the fac- and that of master of arts on Adjunct-Professor Jordon M. Phipps, lumnus of the class of 1851, the first class of all to graduate.[1]

MISSISSIPPI CENTRAL RAILROAD—DR. BARNARD ELECTED.

this year, also, the university granted the right of way through rounds and a depot site to the Mississippi Central Railroad. The te portions of the State now began to be brought practically nearer ther.[2]

this year, again, Dr. Frederick A. P. Barnard was elected to fill hair of astronomy and civil engineering, vacated by the resigna- of Dr. Bledsoe.

ACT OF 1856 APPROPRIATES $100,000.

e year 1856 was a remarkable one in the history of the institution. emorial prepared by a member of the faculty, Dr. Barnard, in pur- ce of a resolution adopted at the previous session of the board of

[1] Minutes of the Board, vol. 1, p. 222. [2] Ibid., p. 234.

THE OBSERVATORY AND HALL OF PHYSICS—UNIVERSITY OF MISSISSIPPI

trustees, was, on the 14th of January, submitted by Mr. Young, the chairman of the committee, was approved and ordered to be sent to the legislature. That memorial was, in part, as follows:

*To the honorable the senate and house of representatives of the State of Mississippi:* * * *

While such are the indications of the growing popularity and usefulness of the university, the undersigned are compelled further to represent that, in many respects, the institution is deficient in matters indispensable to its complete efficiency as a school of letters and science; and that the resources of the undersigned are inadequate to the supply of these deficiencies. The number of officers of instruction is entirely insufficient to insure to each student the amount of personal attention which it is desirable that he should receive, and this evil is necessarily felt more and more seriously as the numbers swell. Not a single department of science is provided with suitable illustrative apparatus; the library is but the beginning of a collection of books, and offers no aids at all for the prosecution of such researches in the different branches of knowledge as are necessary to perfect the instructors themselves, to promote their usefulness to the university, and to enable them to connect their names honorably with the intellectual history of the age; cabinets of natural history in every branch are yet to be wholly created; lecture rooms offering suitable facilities for the experimental illustration of several branches of physical science are to be provided or arranged at considerable expense; and, besides all this, the erection of additional buildings for the accommodation of the increasing number of students is imperatively demanded, and must be commenced at once, if we would not be compelled to submit to the mortifying necessity of daily turning applicants for admission away from our doors. * * *

The wants of the university in regard to scientific apparatus are so great as to reduce it in this respect at present far below respectability, and seriously to hazard, unless they are promptly supplied, the permanence of that unexampled prosperity which it has thus far enjoyed. In the state of development to which in our day the physical sciences have attained, it is absolutely impossible to illustrate their principles with clearness or to make intelligible the methods by which their countless astonishing truths have been brought to light without so large a variety of instruments and special contrivances as to impose upon every institution for higher education a heavy outlay. In some branches of science the necessary instruments are nearly everyone of them costly, and in others, where they are separately less expensive, they are exceedingly numerous. * * * There are many colleges in the country which, in nearly everyone of the several departments of optics, acoustics, electricity, magnetism, pneumatics, hydrostatics, and chemistry have expended more money than the University of Mississippi has yet been able to appropriate to all of them together. The undersigned have endeavored, to the extent of their means, to supply the deficiencies which seemed most urgently to demand their attention; but burdened as they have been by the necessity of building—a necessity now forced upon them anew by the very prosperity of the university itself—and trammeled in their action by the entire inadequacy of their resources to meet the necessities of the case, they have been able as yet to make but little progress. In fact, they have no prospect of being able, unassisted, to put the university upon a creditable footing in these respects for many years.

What has been said of apparatus is more or less applicable also to a library. The importance of an extensive library to an institution of learning is by many imperfectly understood. Nothing is more true than that to be a successful teacher, even of the elements of knowledge, a man must himself know much besides those elements; and the light which any instructor will be capable of shedding around the simplest facts will be greater just in proportion as he himself approaches the mastery of the entire subject to which those facts belong. Every teacher, therefore, who is fit for his position, and who does his duty, will be himself a learner as long

lives. And it is the truest policy of the supervisory government of any col-
o spread before the officers of instruction the largest field in letters and science
i their means allow. It is much more in reference to college faculties than to
e students that comprehensive libraries are desirable. The mental expansion
student advances through the training which the course of study furnishes,
hich is sufficient, for the most part, to occupy him; but the officer, without
trained access to books, is in danger of intellectual stagnation.

n this topic it may be further observed that our colleges and universities are the
s to which the people look for authoritative opinions in all those abstruser
rs with which the mass of men are unfamiliar. That they may possess the
of pronouncing such opinions, and thus answer the expectations formed of
it is absolutely indispensable that they should have the command of those
ls of the world's progress in knowledge which are to be found in books, so
whatever question may be presented for solution, they may be able to produce
thing valuable which has ever been put forth relating to the subject. The
sion of extensive and selected libraries thus gives dignity and character to a
ary of learning which can not be secured without it, and these advantages
are certainly desirable for every institution for higher education, are emi-
so for one which is understood to represent the learning of a State.

in, it is undoubtedly true that the reputation of colleges is to a great extent
dent upon the personal reputation for talents and learning of the professors
onduct them. So strikingly is this the case, that a single name has often been
n to build up an institution of learning altogether, and the loss of a single
as no less frequently pulled such an institution down. Now, most certainly
n can acquire a high reputation as a man of science or letters without the
tunity to consult what has been already published in his chosen department.
a college without a copious library can rarely count on the great advantage
bracing in its faculty a man whose name is familiar to the learned world.

ler these circumstances the undersigned, after mature deliberation, have felt
be their duty to make an appeal at once to the justice and to the liberality of
gislature of the State in behalf of the university. It is undoubtedly among
ghest duties of a government to provide for the education of the people; and
political institutions, like ours, are founded on the principles of liberality,
luty becomes identified with the truest interests of the Commonwealth. To
thoughtful man, therefore, upon whom to any extent rests the responsibility
ecting the legislation of a State, the question, in what manner it may be prac-
e most effectually to diffuse intelligence among the masses of the people and to
the systematic and thorough training of all in the elements of knowledge, must
it itself as one of the most important that can occupy his attention. * * *

fact that the unprovided condition of the University of Mississippi, in regard
entific apparatus in every department—to library, collections of minerals and
, museums of natural history, and everything else which is auxiliary to the
ss of instruction—is such as to reduce it to a position absolutely mean by the
f the universities of Alabama, Georgia, North and South Carolina, and Virginia.
ndersigned have actually had the mortification in a recent instance of losing
rvices of a professor elect, distinguished for high reputation and eminent abil-
even after he had taken the trouble to visit the university from a distance of
miles, and that simply because the inadequacy of the illustrative apparatus in
partment was such as to convince him (to use his own words) that he could
r satisfy himself nor give satisfaction to others. Certainly no true Mississip-
an be content that the institution of learning recognized by law as the State
rsity, and therefore as the representative of the State in the highest depart-
of education, should continue to be so miserably provided in all those partic-
on which its respectability depends that he dare not compare it with any
of its class in the country.

One further consideration bearing upon this subject remains to be noticed. With the undersigned it is one which has great weight. Hitherto it has not been unusual with our fellow-citizens to send their sons for education to a distance from home. The colleges of the Northern and Eastern States have educated great numbers of the present generation of Mississippi and not a few also of the youth who are about to come upon the stage to succeed them; but a deep conviction has at last fastened itself upon the minds of our citizens that, if we would educate our sons in the true spirit of attachment to the institutions among which they are born, we must educate them upon our own soil. It is perhaps in a measure due to the recent rapid growth of this feeling among us that we attribute the unexampled success of the University of Mississippi in commanding the attendance of the youth of this and neighboring States; and as the feeling is one which is not likely soon to die, we may not only with reason anticipate a continuance of this visible consequence of its existence, but we must feel ourselves bound to provide at least as well for those who seek their education with us as they would have been provided for in those distant schools which their patriotism constrains them to relinquish. It is impossible that we can reconcile it to our sense of duty to require our young men to abandon institutions which offer the highest intellectual advantages on the ground that in those institutions are nourished sentiments uncongenial with ours, and in return to content ourselves with providing merely for the correctness of their sentiments, without paying any adequate heed to their intellectual wants. It is impossible that, while manifesting a sensitiveness so lively in regard to the cultivation of Southern hearts, we should be altogether forgetful of the claims of Southern heads. When, therefore, we demand that Southern men shall have a Southern education, we can not shake off our sense of obligation to provide a worthy Southern education for Southern men; and when we insist that our youth shall be educated at home, we surely can never cease to blush so long as we fail to provide for them at home an education in all respects as good as they can obtain abroad.

Upon the University of Mississippi a peculiar obligation of this kind seems at present to rest; because of this institution it can be said—what of no other of its class in the Southwest can at this moment be said with equal truth—that it is peculiarly a popular favorite. Just in proportion as this fact is gratifying—and it must be truly so to every citizen of the State—just in the same proportion should any failure on the part of the State to provide whatever is necessary to secure to its respectability and efficiency be esteemed the neglect of an obvious duty.

The prayer therefore of your memorialists is that your honorable body would make provision for the relief of the immediately pressing necessities of the university by the present appropriation of a sum not less than ——— dollars to that object, etc.

This memorial was placed before the legislature by a special message of the governor on the 6th day of February, and the legislature appointed an evening session, when both houses met in the representatives' hall and heard an address from Dr. Barnard in its support.

Under these circumstances the act of March 6, 1856, was passed. It is as follows:

AN ACT for the relief of the State University.

1. That to enable the trustees of the State University to provide suitable buildings to accommodate the increasing number of students in said institution, to supply deficiencies in the library and apparatus, and to meet other pressing wants of the institution, the sum of $20,000 be, and the same is hereby, appropriated, to be paid out of the State treasury annually, for the period of five years, to be paid on the order of the president of said trustees.

2. That the treasurer of said board of trustees shall keep and transmit to the governor of this State, annually, on the 1st day of May, a particular account of

›neys received by said board under the provisions of this act, the amount priated by them, and the purpose and objects to which the said amounts have levoted; and if it shall be made to appear to the governor that the funds ı from the treasury under this bill are being misappropriated or likely to be d, it shall be his duty to instruct the auditor of public accounts to withhold arrants on the treasury which it is made his duty to issue by this act, until ıxt ensuing session of the legislature.
roved, March 6, 1856.

course this appropriation of $100,000 was a great help to the ersity.

THE FACULTY ENLARGED.

e first step taken was to increase the corps of instructors. On the of July, 1856, a committee of the board reported as follows:

committee to whom was referred the subject of the necessary increase of the sors and instructors in the university make the following report:
t they have examined the subject with care, and feel it to be a positive duty ed on the board to increase our educational corps. The classes are too large to to the same professor at the same time. We hold that in order to secure a r attention to their studies by the students it is of primary importance to hold tudent to a strict accountability for each and every recitation. This can not ne without a division of the classes in their recitations.
enable the professors to do this, and hold the students to a proper accounta- for every recitation, the corps of educators ought to be increased. It is further ed that the most prudent and sure policy to adopt in order to effect our object ı respect is to employ assistants at such low and reasonable salaries as to com- the services of competent young men to act as assistant professors.

rsuant to this resolution four additional tutors were added—one in Greek, Latin, mathematics, and composition and logic.
rangements were also made for additional buildings, chiefly for bservatory building, now devoted to the department of physics ıstronomy. Also for the purchase of the Marcoe cabinet of min- , then in Washington City, and now, with the later additions, so y valued at the university. Also for the Budd collection of shells, in New York, and now one of the principal attractions of this ution. Also for the purchase of $14,000 worth of additional appa- , and $7,000 worth of additional books for the law and college ries. These appropriations by the board were preliminary to yet liberal arrangements, to be made as the residue of the $100,000 ld come in. Dr. Barnard, the president, contracted with Alvan ., of Cambridge, Mass., for a great astronomical telescope. This ument was just completed in June, 1861, too late to be delivered e university. Its aperture is 18½ inches, and even yet it is the in size in the United States. It is now at the Dearborn Observa- at Chicago. It created a sensation in the first month after its letion by the discovery made by it of a companion to the star s, a discovery made by Mr. Clark himself almost accidentally.[1]

[1] Minutes of the board, pp. 312-316; letter of Dr. Barnard in the archives.

### DR. BARNARD ELECTED PRESIDENT.

At this meeting of the board, 10th of July, 1856, President Longstreet resigned. The board strongly urged him to withdraw the resignation but without avail. An effort was made to elect his successor but failed, since the board could not agree. At an adjourned meeting, however, held in the following month, Prof. Frederick A. P. Barnard, LL. D., of the faculty, was elected to the presidency.

### THE GOVERNOR MADE PRESIDENT OF TRUSTEES.

On the 3d of February, 1857, an act was approved making a fundamental change in the constitution of the board of trustees. The governor of the State was declared by the statute to be, ex officio, its president, and this status has continued ever since.

### THE CHANCELLORSHIP CREATED.

So, also, on the 29th of November, 1859, the title of "president of the university" was discontinued by order of the board and that of "chancellor of the university" adopted instead.

### THE UNIVERSITY AND THE COAST SURVEY.

At the meeting of the board in November, 1859, a letter was laid before that body by President Barnard from Prof. A. D. Bache, Superintendent of the American Coast Survey. It asked the cooperation of the University of Mississippi in an extended series of observations upon terrestrial magnetism and meteorology, then about to be instituted under the sanction of the British Admiralty, the American Coast Survey, and various scientific bodies. The letter was accompanied by estimates of the probable cost of such cooperation. The request of Professor Bache was granted, and the executive committee were authorized to contract for the erection of the necessary building and the purchase of the required instruments. The building was erected accordingly, and a fine set of instruments, specially manufactured in Europe, contracted for, but the plan was interrupted by the breaking out of the civil war, and the instruments were never received.[1]

### THE APPROPRIATION EXTENDED—ACT OF 1860.

On the 10th of February, 1860, an act was approved whereby the $20,000 annual appropriation was extended until the 6th of March, 1862.

### THE CIVIL WAR—"UNIVERSITY GRAYS."

In 1861, immediately on the bombardment of Fort Sumter, the young men of the university became greatly excited, and eagerly pressed to be received into the army on the first call for volunteers. Opinion in

[1] Minutes of the board, vol. 1, pp. 439, 442; letter of Dr. Barnard, archives.

niversity was not unanimous in favor of secession. The State of Mississippi was raised after the secession, and kept flying on f the dormitories by the students; but on the dormitory opposite id of loyal students kept the flag of the United States flying for ays. The larger portion of the students, however, had as early as ary formed themselves into a military company called "The Uni- ty Grays," and they now demanded of Governor Pettus to be ered into the Confederate service. As none of the young men had ilted their parents on this point, Chancellor Barnard, considering action premature, wrote to the governor requesting him not to their request. Professor Lamar also advised in the same way, aid that Mr. Davis, President of the Confederacy, disapproved of olunteering of the younger class of men, comparing it to the ing of the seed corn of the Republic. But the governor disregarded hancellor's letter, and a mustering officer came to Oxford to "The Grays." The chancellor thereupon issued a circular letter e parents of all the students, stating what had occurred, and sting authority to demand the discharge of their sons from the ary service on the ground that the enlistment was unauthorized. e majority of instances the response was to the effect that the its entirely approved of the action of their sons. Some authorized nand for discharge on the ground that the boys were too young to isted to go into camp without older companions to advise them, leclared their intention to withdraw them from "The University s" only that they might enlist with local companies.

e University Grays, however, were organized. They elected Wil- B. Lowrey, one of their own number, a member of the junior class, their captain; were incorporated into the celebrated Eleventh ssippi Regiment, and marched away to the war, going immediately rginia, and participating in the first battle of Manassas. The col- was completely dispersed. Such students as had not joined "the s" either went home and enlisted in local companies or went to leston and Pensacola to military service. Professor Lamar left Richmond, having been commissioned a lieutenant-colonel in the derate Army.

## THE CIVIL WAR—EXERCISES SUSPENDED.

e trustees met in June in special session. Their embarrassments, erations, and action will here be best told by their official report, to the legislature of 1861–62. The following are the most material ons of the report:

ugh the University of Mississippi, for causes which are generally understood, hich will presently be more particularly explained, has been momentarily ded its operations, yet it has never been, throughout the whole period of eperous career, in the enjoyment of a prosperity more satisfactory than it was

Letter of Dr. Barnard, archives.

in the moment in which, by a spontaneous impulse on the part of all its youthful and patriotic inmates to rush to the defense of an imperiled country, its halls were suddenly left vacant. As early as the month of January, when the danger of hostilities was yet very remote, a military company was formed among the students of the university, whose services were tendered to the governor of the State and accepted by him. The exercises of the university, however, still went on, being in no way interfered with by the drill of the company, which took place out of class hours. Nor did there seem to be any considerable relaxation in the spirit of study until the exciting events of April absorbed the attention of the whole country and gave token that the hour had come in which every citizen might be called on to defend his fireside from a wicked invasion.

After this time study in college substantially ceased. Lectures and recitations and all other exercises proceeded, indeed, as usual, but the interest in them was gone and they passed as empty forms. One student after another dropped away and enrolled himself in some company about to march from his own neighborhood. In their turn the company of University Grays became entitled to marching orders, and on the 1st of May they actually took up their line of march for Virginia. In the memorable conflict of the 21st of July, on the plains of Manassas, this company bore a conspicuous part and covered themselves with imperishable glory.

Simultaneously, or nearly so, with the departure of the University Grays, the graduating class of the university were brought to their final examination, and, in accordance with custom, discharged until commencement. The time of this examination had been anticipated by several weeks at the earnest desire of the class.

The loss of these two considerable bodies of young men reduced the already diminished numbers to a mere handful, and these within the next few days followed their companions. The university was not, therefore, suspended by any act of the board or of the faculty, though several neighboring colleges were so about the same time; but in the manner just described the dissolution was spontaneous. The annual meeting of the board was holden as usual in June. It was impossible at that time to conjecture what might be the attendance at the opening of the ensuing session in September, but it was obvious that it must be comparatively small. The payment of the officers of the faculty being in a measure dependent upon fees, there seemed to be a necessity of some reduction in their number should the apprehended diminution in the attendance be realized.

The board, however, unwilling to take any action which might seem ungracious unless driven to it by the pressure of positive necessity, merely addressed to each officer of the faculty a note, of which an extract is given below, and adjourned to meet at the university in October following. The extract is in these words: "That while it is the desire of the board to carry on the operations of the university, if practicable, in accordance with the present plan of organization, yet inasmuch as their ability to do so must depend on the amount of patronage that may be extended to the institution, as well as upon the continued payment by the State of the standing appropriations in favor of the university, and inasmuch as the pending war, unless it shall speedily be terminated, may have the effect of so curtailing the patronage and resources of the university as to render it impossible to continue its functions at all, or without considerably reducing the present scale of operations, therefore the board can not engage to continue the payment of the salary of any professor beyond the date of their next meeting in October, 1861, if at that time it shall be deemed expedient to modify the existing plan of instruction by reducing the number of professors, or wholly to suspend the exercises of the university, and in the meantime any professor shall be at liberty to seek other employment if he shall think proper to do so."

Advertisement was immediately made in papers in different points of the State of the intention of the trustees to resume operations at the university as usual in September. Editorial notices were inserted in many papers to the same effect. And

• there was published in the Mississippian, and subsequently copied into a
umber of journals, an address to the people of Mississippi by a committee of
ard expressive of their conviction of the importance of keeping the university
nd their purpose to do so if the attendance justified. Notwithstanding these
s expedients, the effort to secure a respectable number of students on the day
ted by law for the commencement of the session completely failed, and only
udents presented themselves, nor was the number at all increased after the
f two entire weeks. It was under these circumstances that the board reas-
d. They had hardly convened before the resignations of most of the faculty
anded in, including those of Dr. F. A. P. Barnard, chancellor of the university
ofessor of physics, etc.; William F. Stearns and James F. Trotter, professors
ernmental science and law; L. Q. C. Lamar, professor of ethics and meta-
s; Alexander J. Quinche, professor of Latin and modern languages, and Burton
rison, assistant professor in physics.

meeting of the legislature held subsequently to the annual meeting of the
in June, a resolution had been passed recommending to the board to consider the
ency of introducing into the university the military system of instruction
scipline. This resolution coming up for consideration at this time, the spon-
s practical suspension of the functions of the university as an educational
ution, however much on every other account to be regretted, appeared to
h an occasion peculiarly favorable to the introduction, if thought expedient,
proposed change. And the resignation of so large a number of the faculty
ly relieved the board of what might have otherwise been an embarrassment in
e change should be actually introduced. They accordingly accepted all the
ations offered, and in the same resolution declared the remaining chairs of
and mathematics and of English literature vacant.

chair of chemistry, it may here be properly observed, was already vacant.

mer reports the board have laid before the legislature the views by which
ave been guided in administering the affairs of the university. Their aim
en to erect it into an educational institution of the highest class, and advance-
step by step, to raise it from the level of a mere college to the dignity of a
sity in the proper acceptation of that term. The fulfillment of this design
ed the creation of professional schools of law and medicine, of special schools
nce, as of civil engineering, agricultural and analytical chemistry, theoretical
ractical astronomy, and other subjects similarly important, and also in the
istant future, and as the progress of society should demand, schools of letters,
ophy, philology, and history, such as are to be found in European institutions
same grade. It has, however, been their view that the task of the present
ution would be limited to the establishment of the professional schools of
al science; and that in these views they have been constantly in harmony
he legislature of the State has been evinced by the fact that the school of law,
y so flourishing, is the direct creation of the legislature itself, and that prop-
s have repeatedly been introduced into one or other of the houses for estab-
g one or other of the schools of science above named; propositions which have
to be pressed when it became understood that the erection of those schools
thin the programme which the board had prescribed to themselves. This
amme could not of course be carried out until the institution, in its original
as a school of the liberal arts, had been so far perfected as to entitle the
sity to rank as a college among the first in the country. In order that it
justly hold this rank it was indispensable that it should possess attractions
rants after knowledge equal to those which belong to the leading institutions
class elsewhere. Such, it is believed, have been provided for it by measures
ich a detailed statement was made to the legislature in the report of the
of November, 1859. By reference to that report it will be seen that the
sity commenced its operations in 1848 without apparatus, without a library,
nt collections of minerals, or fossils, or shells; in short, with only the build-

ings necessary for the accommodation of its officers and students. For five years the only experimental illustrations given in chemistry and natural philosophy were furnished by means of apparatus and instruments which were the private property of one of the professors, and which were removed by him on his resignation. The permanent income of this university provided by law did not allow the great deficiencies in its means of usefulness to be filled up from that source, and accordingly, in response to an urgent representation of the case to the legislature by the board in the winter of 1855–56, a special annual appropriation was made for the purpose by law, which expired by its own limitation in 1860. In the report already referred to the mode of application of the funds thus granted was fully set forth, and an extension of the law was asked for in order to complete the provisions for the observatory and to proceed with the enlargement of the library, a matter now esteemed of immediate and prominent importance. The extension was granted and an order was thereupon promptly given for the construction of a telescope, which should place the observatory of the University of Mississippi on a level with those of Cambridge, or Ann Arbor, or any other in the country in instrumental resources. The introduction of astronomical observations has been regarded by the board as important, not only because of its opening to the youth of Mississippi of a school in practical astronomy, but because it associates the institution itself with all that class of institutions throughout the world which are engaged in the prosecution of original scientific research, and thus affects advantageously our reputation as a people. Considerations of this kind induced the board, in like manner, to accept the invitation extended to the university in communications from distinguished men of science, appended to their report of 1859, already several times referred to, to become associated in a systematic observation of the variations of terrestrial magnetism, in which the public authorities and the scientific associations of the principal civilized powers are engaged, and concerning which more particular information may be found in a communication from the chancellor of the university, appended to the same document. In order to realize this project but a moderate expenditure was necessary, and arrangements had been completed for commencing the magnetic observations about the close of the spring of the present year, when the obstruction of communication made it impossible to obtain the instruments, although they were completed and ready for delivery.

A similar disappointment has been experienced in regard to the large telescope of the observatory. Though notice was received just before communication with the outer world by letter entirely ceased that the object glass of the instrument (in the construction of which the main difficulty lies) would be ready in August or September for a scrutinizing test examination, and though, therefore, with the ensuing spring there was every reason to anticipate the commencement of a systematic series of astronomical observations at the university, yet the interruption occasioned by the war has indefinitely deferred this gratifying prospect also. It may be proper here to remark that though these instruments, magnetic and astronomical, have thus been prevented from reaching the university, there has, nevertheless, been no loss sustained except the important one of time on this account, no moneys having been advanced to the constructors of the instruments in anticipation of their completion. While the disappointments just described have been suffered in reference to the realization of projects of improvement in progress, the board have also to regret that the state of the times forbids and makes impracticable the present fulfillment of any part of that enlarged programme of operations which embraced the establishment at the university of schools of higher education in special departments of science. Had peace continued to bless the land the present time is that which had been looked forward to for setting on foot at least the schools of civil engineering and agricultural chemistry, of which the practical importance is so generally acknowledged, and of which the South has so especial need. These and all other projects involving expenditure must, however, be for the

suspended, and of this necessity the unanimous conviction of the board is
d in the following resolution, adopted at their meeting in October last:
*lred*, That until further ordered, the treasurer of the board be instructed not
from the treasury of the State any more money than is actually required to
he necessary expenses of the university, and to meet such liabilities as the
have already incurred."
, however, recognizing the necessity and the duty of postponing further
s of improvement connected with the development of the university to a
nore favorable to that high culture which can only thrive with peace, the
till cherish the undoubting confidence that an institution which, favored
nlightened policy, has already made so large advances in reputation and
es, will yet fulfill their most sanguine expectations and become, what they
deavored to pave the way for making it, a university in fact as well as in

PROPOSED MILITARY SYSTEM.

saking thus of the necessity of deferring plans of improvement until the
of peace, it may be proper to make an exception in favor of the proposition
nas come with legislative sanction before the board, of introducing into the
ty the military system of education. As early as the annual meeting of the
June, and before the passage of the resolution of the legislature referred to,
ject had been brought up for notice, though not for action. It was esteemed
e on which it would not be safe or wise to act without more full information
s possessed by any member of the board. At the meeting in October cer-
uments were presented by the chancellor, obtained from an institution in a
ring State in which the military system has been adopted, and certain state-
ere made by him explanatory of features of the system as he had observed
ring a personal visit to that institution; but there still remained a degree of
teness in regard to the specific modifications which would have to be made
to introduce the plan here, and especially in regard to the amount of
which the necessary changes would involve, which induced the board to
the chancellor to complete the task he had commenced, and to report to them
t their next meeting. This request has been complied with, and the report
l under it is herewith communicated to the legislature. The most important
sults, so far as they affect the question immediately under consideration,
following:
minimum of expense at which the proposed change would be effected is

dormitories require a modification, which, though not greatly expensive,
ender them untenantable for several months.
re is for the moment a serious difficulty in the way of securing a competent
staff.
question involving outlay the board could not at this time think of taking
on without instructions from the legislature. Hence, although they are dis-
regard the proposition with favor and although the opinions of the report,
considering the long experience of the chancellor as an educator of youth,
ted to high respect, are also favorable, they feel bound to limit themselves
nt to the communication to the legislature of the information which has been
re them, and leave the decision with the higher authority. * * *
g the existing suspension of the exercises of the university proper there is
ntained upon the premises a high school, which has been placed under the
Messrs. A. J. Quinche and B. N. Harrison, the former recently professor of
d modern languages, and the latter recently assistant professor of physics.
entlemen have also been intrusted with the care and preservation of the
ty property. This school commands an attendance of upward of 30 scholars,
lly boys pursuing preparatory studies.

The legislature took no action on the memorial. The pressing and fervid issues of the hour probably diverted the attention of all concerned from the immediate prosecution of a scheme promising so little of present result, and when the university reorganized later all were heartily tired of things military. The matter was dropped, sub silentio and finally.

### THE LEGISLATURE RESUMES THE ELECTION OF TRUSTEES.

That legislature, however, took one important step in connection with the university. From its establishment until now the board of trustees had themselves elected new members to fill such vacancies as occurred, but by the act of December 19, 1861, this power was resumed by the legislature and the number fixed at thirteen, the governor being one.[1]

This enactment substantially closes the antebellum history of the University of Mississippi.

### THE CIVIL WAR—THE GEOLOGICAL COLLECTIONS.

To the war legislature, which met at Columbus in November, 1863, Dr. Hilgard, the State geologist, in his report says:

During a portion of the winter of 1861-62 the chemical labors (analyses of soils, etc.) were suspended, in order to complete the arrangement, labeling, and cataloguing of the collection, now consisting of about 3,000 specimens, among which are about 400 soils and marls, representing the agricultural resources of the State, outside of the Mississippi bottom, not yet explored. To the respectable aspect of the collections so arranged, their preservation during the subsequent Federal occupation is chiefly owing. * * * At the retreat of the [Confederate] army from Abbeville[2] [in 1862] I remained at Oxford in order, if possible, to prevent the wanton destruction of the collections, which were in a dormitory building apart from the university collections. I obtained from the Federal provost-marshal an order protecting the collections, laboratory, etc., but it was only by unceasing personal vigilance that I could prevent serious injury to both. After the occupation of the university buildings as a Federal hospital the collections were ordered to be removed to make room for the sick. I succeeded, however, in so far interesting the post surgeon in their preservation that a detail of carpenters were furnished me, by whose assistance I effected the removal to the observatory building, to which the shelves also had been removed. Thus, on the whole, but very little damage has been sustained, although, but for my presence, the greater part of the specimens would have been lost. They are now fully rearranged, and I have packed away ready for transmission the duplicates designed for the State collection at Jackson.

### THE CIVIL WAR—CUSTODY OF PROPERTY—GOVERNOR CLARK'S MESSAGE.

On the 3d of December, 1863, the joint standing committee on the university reported as follows:

Since the commencement of the present war the buildings, furniture, and timber belonging to the university have been injured and destroyed, more or less, by our armies camped there and thereabouts at various times. How to prevent further

[1] Laws of 1861-62. [2] A village 10 miles north of the university.

es is a difficult question, but one which ought to be solved if possible. The gs, furniture, apparatus, etc., cost a very large sum of money, and all will be again at the close of the war when the institution is resumed. The secre- the board of trustees, Hon. James M. Howry, has submitted a report to said tee, showing the condition of the university, etc. The committee have ed me to report the accompanying preamble and resolution and recommend essage, believing that very little in addition can be done in the premises.

: report was closely followed by this special message from the ior:

ectfully call your attention to the condition of the University of Mississippi. egiate exercises have been suspended; the board of trustees have not been d since the passage of the act entitled "An act to amend the laws in rela- the State University," approved December 19, 1861, and in the present state ountry a quorum can not be conveniently assembled. The classification of tees, as required by that act, has not been made, and can not now be made ng to its terms. In the meantime there is no executive committee or other who has legal charge of the property and the cabinets, laboratory, and s, and the astronomical and philosophical apparatus, all of which are of the luable and costly character, are liable to destruction. The exercises of the will not probably be resumed during the war, and I recommend that the nt of the board be authorized to appoint from the trustees, an executive com- o manage the affairs of the university and provide for the preservation of its y, or that the number of trustees necessary to constitute a quorum be to three, so that a meeting may be had.

act of December 19, 1861, should be amended so as to continue the whole office, or a new board should be elected.

the adjournment of the last legislature a vacancy has been created in the f trustees by the death of the Hon. Cotesworth Pinckney Smith, so long and rably connected with that institution. Sad as have been the inroads which as made upon our State in the last twelve months, the demise of none of her caused a wider or more heartfelt sorrow. Born upon the soil of Mississippi, heart and soul to her interest, and watching with jealous care over her Judge Smith spent a long and laborious life in her service. In the forum, in ate chamber, and upon the bench he labored with a zeal that knew no weari- d with a purity of patriotism and a loftiness of purpose that has had few s. In every position he occupied, his great talents, his profound erudition, nsive legal attainments, and the unquestioned purity of his character, shed g luster upon the annals of his native State, and when death called him hence none behind him whose names will live longer or be more gratefully d in the hearts of the people.

CHARLES CLARK.

act of December 9, 1863, was passed in conformity with the gov- suggestions, the trustees in office being continued until the tment of their successors.

e is little else of interest to relate of war history. The Federal e Confederate armies in turn used the college property in part pitals, and the magnetic observatory goes by the name of "the ouse" to this day. Fortunately, no permanent injury was done.

## REORGANIZATION OF 1865.

the cessation of hostilities, the Hon. William L. Sharkey was ted provisional governor of the State. He was then a member

of the board of trustees, and had been since the incorporation of the institution in 1844. Naturally he was anxious to see the institution again at work.

Therefore, on July 1, 1865, he issued a proclamation convening the board. That body, according to the call, met at Oxford, on the 31st of July. At this meeting measures were taken to reopen the college on the first Monday of the following October. Prof. John N. Waddel was elected chancellor and requested to teach, ad interim, the English classes, in addition to his regular assignment of ethics and metaphysics. Gen. Alex. P. Stewart was elected to the chair of physics, astronomy, and civil engineering; Dr. John J. Wheat to that of Greek and ancient literature; Prof. Alex. J. Quinche to that of Latin and modern languages, and Prof. Claudius W. Sears to that of mathematics. The tuition fee was fixed at $50 per annum.[1]

The university opened on the day appointed, the first Monday of October, 1865. Notwithstanding the devastating effects of the war just concluded, there was a good attendance of students. The total enrollment of the year was 193, the greater part of which was composed of youths and young men who had served in the Confederate army.

On the 23d of October the board met again, pursuant to a call of Provisional Governor Sharkey, this time meeting in Jackson.

General Stewart having resigned his chair of physics, astronomy, and civil engineering, Gen. Francis A. Shoup was elected to that professorship. Dr. Stanford G. Burney was elected professor of English literature, and Dr. Eugene W. Hilgard requested to discharge provisionally the duties of professor of chemistry, geology, and mineralogy; the terms of office of the two professors elect to begin on the 1st of January following.

### A HIGH SCHOOL PROPOSED.

The question of establishing a high school in connection with the university was raised. It was found that the students who applied for admission were, either in whole or in part, unprepared for entrance into even the freshman class. The faculty had temporarily arranged to class such boys and have them instructed, by way of preparation, by members of the faculty. But this arrangement was not regarded as altogether satisfactory, and the chancellor recommended the establishment of an university high school. The recommendation was referred to a committee, to report at the next meeting.

The next meeting was in June, 1866. The high-school committee reported adversely, on the ground that the university was too poor to undertake the expense of such an establishment. There was, however, a minority report by Judge Clapp, recommending the appointment of another committee to investigate the practicability of the scheme, with instructions to report at the next meeting of the board. The minority report was adopted.

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[1] Minutes of board, vol. 2, pp. 52-62.

## CHANGES IN THE FACULTY.

his meeting the chair of ethics and metaphysics was filled, Hon. ). Lamar being elected thereto. The classes in moral philosophy olitical economy were taken from that chair and assigned to ancellor. Dr. Eugene W. Hilgard, former State geologist, was l professor of chemistry, geology, and mineralogy.

faculty were authorized to establish special schools in calculus, ngineering, Spanish and French, without expense.

## THE ACT OF 1867 APPROPRIATES $20,000.

his meeting it was ordered further, that a memorial be sent to gislature, then in session, praying for a recognition of the debt e university on account of the seminary fund and an appropri- of $15,000 for two years for repairs.

ordingly, the memorial was prepared and presented, and the fol- are extracts from it:

ndersigned, trustees of the University of Mississippi, respectfully represent, fifteenth session of the university (the second since the close of the war) on the 24th of September last with 157 students, and on the 17th of October the number had increased to 201, distributed among the college classes as : Senior, 4; junior, 30; sophomore, 51; freshman, 27; irregular, 66, many of re pursuing studies preparatory to entering the regular classes. This shows rity for the university equal to its most flourishing condition before the war, unexpected ability and disposition on the part of the people, after the fiery rough which they have passed, to secure for their children the advantages igher branches of education.

nly this prosperity of the university, which should be the pride of every and this ability and disposition of the people to advance the moral and intel- culture of the growing mind of the State, should be most gratifying to the representatives, and should induce them to give the most liberal support to ersity, to enable it to accomplish the great purpose for which it was founded give the highest encouragement to the sentiment which tends so strongly to elopment of the intellectual resources of the State.

this, all that is required is for the legislature to endow the university with l which is its own, which has been so long withheld, or to make such appro- s from the treasury as will enable it to furnish the means of education to the of the State who seek instruction within its walls. Surely it would be o endow it at once with that which belongs to it, that it might forever per- its high functions unsurpassed by any other similar institution of learning, making a further call upon the State. But if, in the wiser judgment of the ure, that can not at present be done, then what is required is the appropria- the necessary amount to provide for the exigencies of the university for the ing.

k respectfully to present to the legislature the facts in reference to these two tions as they were presented to the legislature in 1856, with the action of that pon them at that time. * * * [Here follows an abstract of Governor message of 1856 on the seminary fund and of the action of the legislature . The memorial then continues:] We respectfully ask your honorable body, statement of facts, to allow the interest annually upon the indebtedness State to the university or to make adequate appropriations to meet all its ies. The appropriation under the act of March, 1856, ceased in March, 1861, year of the war, and from that time for the four years ensuing the exercises

of the university were suspended and the grounds were occupied by Confederate and Federal troops alternately for camp and hospital purposes.

Your honorable body may well know what ruin and decay must have befallen them during that period. With the return of peace the university has been reestablished in all its departments, with a faculty of arts unsurpassed in ability and efficiency by any similar institution in the South, and prosperity has again dawned upon it. The necessity now arises for means to repair the present buildings; to erect additional ones for the increasing number of students and professors, especially a residence suitable for the chancellor of the university; to inclose and improve the grounds, which are now like a waste place, and to make necessary additions to the library and portions of the apparatus. * * *

Careful estimates have been made of the sum now required to meet the necessities of the university, and it is believed that $30,000, payable in two installments of $15,000 each during the current year, will be sufficient for all the purposes embraced in this memorial.

The munificent donation of land to the State for the establishment of a seminary of learning and the acceptance of the trust by the State for its faithful management, both now appeal to her to make the university what it was originally designed to be.[1]

Thereupon the legislature passed the following:

AN ACT for the relief of the State University.

SEC. 1. *Be it enacted by the legislature of the State of Mississippi*, That the sum of $20,000 be, and is hereby, appropriated, out of any moneys in the State treasury not otherwise appropriated, for the use of the State university, to provide additional buildings, to make necessary repairs, and meet other pressing wants of the institution, to be paid quarterly on the first days of January, April, July, and November, on the order of the president of the board of trustees; and until further direction by legislation a similar amount is annually appropriated thereafter.

SEC. 2. *Be it further enacted*, That this act take effect from and after its passage.

Approved February 19, 1867.

## FURTHER CHANGES IN THE FACULTY.

On the 21st of January, 1867, there was a called meeting of the board at Jackson.

The chair of physics, astronomy, and civil engineering was divided into two chairs—first, that of applied mathematics, including mechanical philosophy and civil engineering, which was assigned to Professor Shoup, and secondly, that of experimental philosophy and astronomy, to which Dr. Landon C. Garland (later chancellor of Vanderbilt University) was elected. The ethics and metaphysics were assigned to the chancellor.

Such were the formative processes through which the faculty passed on the reorganization after the civil war. There were still other and later changes, but they were widely separated in time, and of not great importance. They will therefore not be traced in detail.

## THE SPECIAL SCHOOLS.

In the year 1867-68 certain "special schools" were established—first, for the benefit of such students as had not the time or the means to

[1] Senate Journal, 1866, Appendix, p. 87.

) the regular curriculum; second, for those who should desire
ecute special studies further than the regular course carried them.
schools were of mathematics, of natural philosophy and astron-
f applied mathematics and civil engineering, of practical chem-
and of geology. They were kept up until displaced by the reor-
tion of 1870.

THE UNIVERSITY AND RECONSTRUCTION.

university seemed entering on a new career of usefulness and
rity. The perils and the desolation of the war had gone by.
mpty halls and lecture rooms were again filled with eager and
g youths, at once the hope and the pride of the State; the pro-
s' chairs were occupied by selections from the most honored sons
South, and the treasury of the institution was filled with the
s ready bounty. The sky seemed cloudless as a day in June, and
emory of the pall that had recently hung over it served only to
ify the brightness of the passing hour. Yet below the horizon
he mutterings of a gathering storm.

reconstruction measures adopted by Congress went into effect
7. The governor of the State who had been chosen by the peo-
d who, among other things, was ex-officio president of the board
stees, was removed from his office, and Gen. Adelbert Ames, of
nited States Army, appointed military governor. The State offi-
were all displaced, the judiciary and legislature suspended, and
ate placed under martial law.

he general displacement of officers, however, the university trus-
vere not included. General Ames did not interfere with the
ution. He issued the warrants for its support promptly, and
to have been animated by no hostile designs. Except so far as
utine of his office work brought him into contact with it, as where
s necessary to fill a vacancy in the board, etc., he left it severely
At the June meeting of 1868, the secretary was early ordered
tify him of the board's assembling and to invite his participation
meeting. He seems to have made no response, nor did he ever
l a session. The new appointments made by him to vacancies in
oard were not objectionable to the people of the State. Indeed,
n was ever more sincerely loved and honored by Mississippians
was one of his three appointees, the Hon. William Yerger. The
pursued by Governor Ames toward the institution seems to have
horoughly conservative and wise.

vever, the new constitution of the State was adopted on the 1st
cember, 1869, and in the January following the first legislature of
constructed State was convened by proclamation of the military
nor. It was of the type then denominated "radical," thoroughly
d a very large part of its membership were negroes. Needless to
at it was a very unacceptable legislature to the white people of
ate.

Among other things that this body did was to reorganize the university. It passed the following statute:

AN ACT to provide for the appointment of a board of trustees of the University of the State of Mississippi.

SEC. 1. *Be it enacted by the legislature of the State of Mississippi*, That the governor of this State shall, by and with the advice and consent of the senate, appoint twelve citizens of this State, who with said governor as president, shall constitute the board of trustees of the State University. A majority of said board shall constitute a quorum to transact business.

SEC. 2. *Be it further enacted*, That said trustees shall, immediately after their appointment, divide themselves by lot into three classes: The first class shall hold their office for two years from the date of their appointment; the second class shall hold their office for four years after the date of their appointment, and the third shall hold their office for six years from the date of their appointment.

SEC. 3. *Be it further enacted*, That as the terms of office of said trustees expire as provided for in the second section of this act, their successors shall be appointed by the governor, by and with the advice and consent of the senate, who shall hold their offices for the term of six years from the date of their appointment, and thereafter until their successors are qualified.

SEC. 4. *Be it further enacted*, That in case of vacancies occurring by death, resignation, or otherwise, during the recess of the senate, the governor may make appointments to fill such vacancy or vacancies, which appointment or appointments shall entitle the party to hold and exercise the duties of said office until the next meeting of the senate.

SEC. 5. *Be it further enacted*, That until the appointment of the trustees, as provided for in the first section of this act shall be made, the present incumbents shall hold and exercise the office and duties of trustees.

SEC. 6. *And be it further enacted*, That all acts and parts of acts in conflict with this act be, and the same are hereby, repealed, and that this act shall take effect and be in force from and after its passage.

Approved May 9, 1870.

Pursuant to this act, and during the early summer of 1870, a new board was appointed. Some of the appointees were acceptable to the white people of the State, but the board as a body was not. The removals were deeply felt by all who had any interest or pride in the institution. They were Howry, who from the earliest hour of its being in 1844, to that day, a period of twenty-six years, had served faithfully and well; Brown, whose unbroken service was only two years less, and whose zeal was quite as great; Young, the amiable and elegant gentleman, who had been uninterruptedly on duty since 1848, twenty-two years; Clayton, a nestor and achates at once, wise and true, one of the original incorporators of the college; Hillyer, a scholarly and wise and trusted servant; Walthall, endeared to all the people by his chivalric and brilliant record in their unfortunate armies; Yerger, the matchless advocate and jurist, a gentleman without shadow of reproach; and Hill, whose Republican politics had yet not deterred a Democratic governor and senate from committing to his hands, among others, the keeping of the State's most precious jewel.

In the face of this action, it was but little solace that West, Pegues, and Charles Clark were retained, and Isom and Simrall newly appointed. They were only five. The feeling was generally entertained

ie board had been "radicalized," and that their presence would good.

Lamar resigned the professorship of law at once. Throughout ate soon arose a heated and somewhat bitter discussion, not loud ersistent and influential, finding expression in the newspapers onally, as to whether it did not behoove "sound Democrats" to from the faculty, such as were of it, and all others to decline to heir sons to an institution where they would be in danger of "corrupted politically." This sentiment was not universally ed. Many maintained that the true policy was to surrender g; to fight every inch of the ground; that, if the university was aken away from the white people of the State, it should be made est that such was its fate, and no seeming abandonment of it by should give a disguise to the transaction. There was a strong urrent of nervous apprehension lest at any time some aggressive should ignore the provision made for his race elsewhere, and d admission to the university, in which case an explosion was led as inevitable.

as an anxious period. The result of the agitation was that the confidence was more and more withdrawn from the college and tendance fell away to a very marked degree, in spite of every for its maintenance.

n its foundation until 1870 the board had always met during the encement week to attend to the business of the university. One tant feature of that business was the conferring of degrees on the ates. At the commencement of 1870, however, there was no g; the old board was removed, and the new not organized. egrees were conferred by the faculty, a proceeding unprecedented history of the institution.

the 15th of August following, there was a called meeting of the oard. The degrees conferred by the faculty were confirmed.[1]

## A NEW SCHEME OF ORGANIZATION—1870.

next meeting of the board, and a very important one it was in ults, took place 26th of October, 1870. The following preamble solutions were adopted:

ommittee appointed under a resolution of the board at its meeting in August take into consideration the subject of a change from the close college to the its system through its chairman, Mr. Lyon, made the following report dix No. 1 which was read and received, and, after discussion, adopted with owing preamble and resolutions:

eas the University of Mississippi was originally founded for the advancement ause of education in its most enlarged sense, and for the benefit of the pres- future generations of its youth, and thus for the elevation and culture of our n arts, science, literature, and morals; and whereas during the period of its e as an institution of learning, now reaching over a space of nearly a quar- century, its sphere of operations and field of usefulness have been limited by

[1] Minutes of the board, vol. 2, p. 225.

THE CAMPUS—UNIVERSITY OF MISSISSIPPI.

circumstances beyond the control of the authorities, so as never yet to have developed the idea of an institution of the higher learning, such as is demanded by modern life, but has been confined to the narrow limits of the close college system, thus failing to fulfill the expectations and satisfy the desires of those for whom it was established; and whereas the voice of a discerning public is everywhere demanding that the area of its operations shall be enlarged so as to open its portals for the admission of applicants for every form of scholastic training, both of a theoretical and practical character; and whereas it is believed that the times are propitious for the consummation of the long-cherished purpose to change the system of this institution from the close college to the university proper; therefore be it

*Resolved*, That it is the sense of this board of trustees that the following shall be adopted as the plan for the future operations of the University of Mississippi: First, there shall be included in the plan three general departments, viz:

1. A department of preparatory education.
2. A department of science, literature, and arts.
3. A department of professional education.

Under the first of these departments is included a university high school, in which shall be taught all those branches of study that are preliminary to the university courses, viz: English, Latin, Greek, and mathematics, together with a course of commercial science, including penmanship and bookkeeping.

Under the second of these general departments there shall be included six distinct courses of study, four of which shall be for undergraduates, and shall be parallel courses, and two of them shall be postgraduate courses.

The four parallel courses for undergraduates shall be designated and described as follows:

1. The course for Bachelor of Arts, requiring for its completion four years, and embracing the following studies: For the first year: English, Latin, Greek, and mathematics. For the second year: English, Latin, Greek, mathematics, history, and physics. For the third year: Physics, metaphysics, rhetoric, Greek, Latin, French, and chemistry. For the fourth year: Optics, astronomy, geology, political economy, ethics, English literature, Greek, and French.

2. The course for Bachelor of Science, requiring three years for its completion, and embracing the studies following: For the first year: English, Latin, natural history, and mathematics. For the second year: Mathematics, physics, political economy, history, English literature, French, and ethics. For the third year: Physics, astronomy, metaphysics, chemistry, and geology.

3. The course for Bachelor of Philosophy, requiring for its completion three years, and embracing the studies following: For the first year: English language and literature, natural history, and mathematics. For the second year: Mathematics, physics, geology, history, and English. For the third year: Physics, astronomy and meteorology, chemistry, metaphysics, ethics, and rhetoric.

4. The course for civil engineering, requiring for its completion four years, and embracing the studies following: For the first year: English language and literature, natural history, French, and mathematics. For the second year: Mathematics, drawing, French, and German. For the third year: Physics, mechanics, chemistry, and engineering. For the fourth year: Optics, astronomy, geology, engineering, ethics, and history.

The two postgraduate courses shall be as follows:

1. The course of Master of Arts, requiring one year additional to the course of A. B. and embracing, in addition to the studies for that course, an extended course in any three of the following: viz, Latin, French, German, Anglo-Saxon, Greek, Hebrew, ethics, metaphysics, history; on which the candidate must sustain a satisfactory examination, and submit an approved thesis.

2. The course for Doctor of Philosophy requiring two years additional to the course for A. B., and requiring the following additional studies: For the first year, practical chemistry, practical mineralogy, and practical botany. For the second year, practical geology, practical zoology, practical astronomy, and practical

ry; on any three of which the candidate must sustain a satisfactory exami-
and present an approved thesis.
r the third general department there shall be included two professional
viz:
school of law and governmental science.
school of medicine and surgery.
he first of these professional schools, when complete in its organization,
all be provided a faculty of four professors. For the second professional
when organized, a faculty sufficiently large to meet all demands for this
professional education.
department of science, literature, and the arts shall be organized with the
g corps of professors, viz:
chancellor, to instruct in moral science and Christian evidence.
professor of mathematics.
professor of the Greek language and the history of ancient literature.
professor of the Latin language.
professor of English literature.
professor of modern languages.
professor of metaphysics and logic.
professor of history and political economy.
professor of physics and astronomy.
professor of chemistry in all its branches.
professor of mineralogy and geology.
professor of botany and zoology.
professor of engineering.
e present the seventh and eighth chairs shall be filled by the same incum-
d, in like manner, one professor shall discharge the duties of the eleventh
lfth chairs.
hancellor of the university shall be the presiding officer of all the faculties
arious departments.
otion of Mr. Simrall, the following resolution was adopted:
ed. That the parallel courses, as laid down in the report and resolutions, be
put in operation by the present corps of professors and their assistants as
racticable, and that at the opening of the next session the above system be
augurated

medical and surgical school provided for in the foregoing reso-
s was never put into operation. The high school was abolished
subfreshman class organized in lieu thereof in 1883. In the main,
er, the scheme of organization devised by these resolutions has
n force continuously since that day. Some minor changes have
nade, which will appear when the present scheme of work is set
t the conclusion of this chapter.

## THE NEW CHARTER OF 1871.

next step in the university's history is the enactment by the
ture of 1871 of an entirely new charter, approved May 9. It
s as a portion of the Revised Code of 1871, and is as follows:

### AN ACT TO ORGANIZATION OF UNIVERSITY.

(Revised Code of 1871.)

The University of Mississippi, incorporated 24th of February, A. D. 1844,
ntinue to be organized and governed as follows, viz: The trustees now in

Minutes of the Board, vol. 2, pp. 239-242.

office shall continue according to the terms of their appointment and until their successors shall be qualified; and they and their successors in office are hereby declared and constituted a body politic and corporate by the name and style of the "University of Mississippi."

ART. II.—POWERS AND DUTIES OF TRUSTEES.

2063. The said trustees shall possess all the powers necessary and proper for the accomplishment of the trust reposed in them, viz: The establishment and maintenance at the site of the university buildings near Oxford, in Lafayette County, of a first-class institution in the different departments of learning; and they may adopt all such by-laws and regulations as they deem expedient for this purpose not repugnant to the laws and constitution of this State.

2064. A majority of the board of trustees shall constitute a quorum for the transaction of business.

2065. As the terms of office of said trustees expire, their successors shall be appointed by the governor, by and with the advice and consent of the senate. They shall hold their offices for a term of six years from the date of their appointment, and until their successors shall be qualified.

2066. In case of vacancies occurring during a recess of the senate, the governor may make appointments to fill the vacancy, until the meeting of the senate, and thereafter during the session of the senate, until successors shall be appointed and qualified.

2067. The governor, ex officio, shall be president of the board of trustees of the university; but in his absence a president pro tempore may be appointed by the board.

ART. III.—MISCELLANEOUS PROVISIONS.

2068. There shall be appropriated annually for the support of the university the sum of twenty thousand dollars, out of the State treasury, to be expended under the direction of the board of trustees, and to be drawn quarterly, upon auditor's warrants upon the treasury, to be issued upon the order of the governor, as president of the board of trustees, and this shall be in lieu of all allowances heretofore made by the State for a support of the university.

2069. The secretary of the State shall, from time to time, furnish for the use of the university two copies of all laws, journals, reports of decisions of the supreme court, and all other books and public documents had for distribution among the public officers of this State.

2070. If any person shall sell vinous or spirituous liquors in any quantity less than five gallons within five miles of the university, he shall, on conviction, be fined five hundred dollars, or be imprisoned in the county jail not exceeding two months, or both, for each offence; but this shall not prohibit the sale of vinous or spirituous liquors by druggists for medical, sacramental, or culinary purposes.

2071. This chapter may be repealed at the will of the legislature.

2072. That this act shall take effect from and after the first day of October, A. D. 1871.

Approved May 9, 1871.

This legislation was quite a material reduction of the university's income from the State. At the time it was annually receiving, approximately, as follows:

| | |
|---|---|
| Under the act of 1848 | $11,000 |
| Under the act of 1854 | 2,000 |
| Under the act of 1867 | 15,000 |
| Total, about | 28,000 |
| Amount of reduction made by the act | 8,000 |

THE UNIVERSITY AND ALCORN UNIVERSITY.

'ever, that act produced no actual damage. It was, on that repealed in just four days. On the 13th of the same month the corporating Alcorn University was passed, and that charter ed for the payment of $50,000 per annum each to the Alcorn rsity and the University of Mississippi.[1]

was it alone in respect of this great augmentation of the pro- income from $20,000 to $50,000 that the establishment of Alcorn rsity was to figure in the history of the State University.

THE DEPARTMENT OF AGRICULTURE.

the same day that the Alcorn University charter was approved so approved an act disposing of the agricultural land-scrip fund. arter provided that three-fifths of that fund should be the prop- Alcorn University, and the other act provided that two-fifths of ld be property of the State University.[2] This disposition of the 'as in conformity with the suggestions of Governor Alcorn in his ge of 1870. The part assigned to the university realized $95,000 r cent State bonds in 1873.

appropriation of two-fifths of the land-scrip fund to the uni- was conditioned on the establishment by it of a "college of lture and the mechanic arts," including a machine shop, model chemical laboratory, and a chair of agricultural chemistry, and plication of the interest of the fund to their maintenance.

sequently, at a meeting of the board on the 30th of August, 1871, mmittee report was received and adopted:

committee beg leave to say that the funds not yet being provided, or rather le, it is not at present possible to put this department into full operation. owever, think that preliminary steps may be taken to that end. They concur, ain, with the views advanced by Professor Hilgard, whose report is here- bmitted, that while ample instruction should be afforded in all branches ed with the science of agriculture, obligatory labor, except in so far as may ssary for practical instruction, should not be imposed on the students. A rm will be necessary to exemplify the teachings of the professors. While lents in this department should not be compelled to labor on this farm, still y be encouraged to do so by being paid for any work they may perform. ink 20 acres will be sufficient for all present purposes, and will practically all the results of different modes of culture, as well as the effects of various rs and the workings of the many labor-saving implements now in use.

committee are not prepared, nor do they think it proper at present, to make ommendation as to number of professors, cost of buildings, general outfit, etc. owever, recommend to the members of the board the careful perusal of the f Professor Hilgard [see Appendix B], believing that it will contribute much ormation of right views on the whole subject.

beg leave to recommend the passage of the following resolutions as prelim- ps toward the final organization of the department:

ed, That Professor Hilgard be appointed professor of agricultural chemistry

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[1] Revised Code, 1871, sec. 2916. [2] Laws of 1871, p. 704.

and the special geology and agriculture of the State, and that he be requested to deliver a course of lectures on these subjects during the current year.

*Resolved*, That so soon as funds are provided, the executive committee be authorized to elect a superintendent of the farm, and to take the necessary steps to put the same in a state of preparation.

THO. E. B. PEGUES, *Chairman*.

The "Appendix B" referred to in the foregoing report was an elaborate and able statement by Professor Hilgard of the results of an extensive personal examination made by him into the organization, equipment, and processes of the leading agricultural and mechanical colleges in the United States, with a detail of the adjustments in the faculty, the constitution of new chairs, and erection of buildings and purchases of appliances needed to put the proposed department into active operation. During the session of 1871–72 Dr. Hilgard delivered the course of lectures called for in the preceding resolutions.

At the June meeting, 1872, the following action was taken:

The committee to whom was referred the agricultural department of the university, beg leave to recommend the adoption of the following resolutions:

1. *Resolved*, That the agricultural department ought to be organized so as to go into operation at the opening of the next session.

2. *Resolved*, That instruction in this department ought to be assigned to the corps of professors as now constituted, if compatible with their duties. If it shall be found impracticable for the present professors to instruct in full in this department the necessary instructors will be appointed.

3. *Resolved*, That only so much land should be employed in cultivation (not to exceed 25 acres) as may be necessary to illustrate the scientific instruction.

4. *Resolved*, That inasmuch as the funds will not admit of a complete organization of the mechanical department at this time, it be postponed until the close of the next scholastic year.

5. *Resolved*, That the executive committee, with the aid of the chancellor, be instructed to devise the curriculum of studies, to be made public before the opening of the next session, and that the executive committee be charged with all the other details.

6. *Resolved*, That a sum (not exceeding $5,000) be appropriated out of the ordinary funds of the university, to be used, so soon as the same can be spared, to put the land in order, and to provide the necessary buildings.

H. F. SIMRALL, *Chairman*.

It was further ordered that the executive committee elect a superintendent of the farm to be attached to the agricultural department, at a salary not to exceed $1,000.

In pursuance of that authority the committee elected, as adjunct professor of agriculture and superintendent of the farm, Dr. M. W. Philips, a celebrated agriculturist of the State and editor of a popular agricultural journal published in Memphis.

The department was opened for the reception of students October 2, 1872. A full curriculum was presented, of four years' extent, including agriculture, horticulture, stock raising, dairying, etc., mathematics, English, natural history and geology, general and economic chemistry, physics, meteorology, history, political economy, and ethics. The idea

have these students fall in with the ordinary classes in such sub-
were common to both courses; whereby but a small increase of
ılty would be needed.

ıe 23d of January, 1873, Dr. Hilgard submitted to the chancellor
t from which the following extracts are made:

: N. WADDEL,
*ancellor University of Mississippi:*
v of the approaching meeting of the board of trustees of the university, I
ɔ to present herewith a report on the general condition and prospects of the
ıral department of the university, concerning which some action seems
ɾ at the present meeting.
ards first, the failure, thus far, to secure any classes in this department it
ppear discouraging at first sight. It does not so impress me, perhaps for
ɔn that my intimate personal acquaintance with the views and prejudices
gricultural population did not lead me to expect a very different result at
ɔt. The inquiries and applications for circulars received lead me to believe
l our public announcement not come so late that students could hardly get
: the beginning of the session, we might at least have started a freshman

must be remembered that the idea of educating young men professionally
pursuit of agriculture at an institution of learning is a new one even in
nmunities than ours, and that with us not longer than ten years ago those
sidered that any improvement whatsoever in our agricultural practice was
ɾ were few and far between. And even these few were divided as to the
mode of attaining such improvement, a small minority only admitting that
ıs anything in "book farming" worthy of the attention of a "practical"
'hile, in my official capacity as State geologist, I have had ample opper-
ɔ become cognizant of the state of feeling as then existing, I may now, in
· capacity, bear witness to the great and material change that has been
in public sentiment on these questions of late, and that the calls for infor-
n all topics connected with industrial pursuits are constantly and rapidly
ıcrease. The conviction that a change in our agricultural system is neces-
ms, indeed, to be almost universal; but it has not as yet reached that
l stage which brings the further conviction that fairs, improved imple-
ertilizers, etc., are after all only like good tools, requiring the skill of an
, workman for their proper use and the best results to be derived therefrom.
ıy conviction that the enlightenment and ratification of public opinion on
ral subject, as well as upon the objects and mode of instruction of the agri-
department, is among the foremost necessities of our present situation. In
r States of Alabama and Georgia this necessity was so well appreciated that
r canvass of these States was, at the very outset, undertaken by the heads
nstitutions established there, and with the most satisfactory results as
the numbers of the attendance secured. I am not prepared to recommend
ionally that we follow their example, or at least would be compelled to
ɔting personally in the matter. But I do think that it is incumbent upon
all ourselves largely of the press, both periodically and occasionally, to
upon our people the claims of this department upon their attention and
Such was essentially the object of the address delivered by myself on the
of the late State fair at Jackson, and without claiming for that effort any
yond that of a correct and forcible exposition of the actual condition of our
ıral system, of its faults, and of the remedies that should be applied, I
th many prominent gentlemen who have conversed with me on the subject
ıt it should be widely circulated as a campaign document, so to speak, on
f the agricultural department of the university, and of agricultural and

industrial improvement and education in general. Pecuniary embarrassments on the part of the Jackson Fair Association, by whom the publication was first proposed, having threatened to materially delay its circulation, I trust that the board will not only ratify the expenditure for printing it, to the extent authorized by you, but will also relieve Dr. Philips from being even temporarily held responsible for the balance of the cost, which will ultimately be reimbursed by the Fair Association, according to agreement.

It were, indeed, a low view to take of the mission of education and of educational institutions, if we were to consider our moral duty fulfilled by merely keeping up with local public opinion, and supplying the demand as it arises. Such is, unfortunately, the theory of but too many who exert influence on our institutions, both in public life and in the press.

The example of other States, both older and younger than our own, that have gone before us in this work, can leave no doubt either as to the necessity for, or the ultimate success of, schools of agriculture. What they have done, we can and must do; for our system of culture is certainly not superior to theirs, our population not better educated, our lands quite as rapidly going to waste. If, then, our people have shown a certain degree of supineness in this matter, so much greater is the necessity—so much more is it incumbent upon us to use our utmost exertions, and all the means at our disposal, to diffuse information on this vitally important subject; to dispel prejudice and misunderstandings, and to so organize and equip the institution that it must command respectful attention, and may challenge criticism in all its parts and details.

This, in my view, is the only proper and safe course to be pursued by us. Nothing could be more fatal to our success than if, discouraged by a present want of patronage, we were to "heave-to," waiting for it to come, and meanwhile confine our operations and means of instruction to its probable requirements for the time being. Nothing short of an absolute financial impossibility should impel or induce us to thus invite failure, and proclaim our unfitness for the trust confided to us.

It is with this view that, as a member of the local subcommittee appointed to determine upon the site for the college farm, I have insisted strenuously, and it may have seemed at times obstinately, that both as to its location and extent the very first beginning should be so made as to indicate what it should hereafter be and do, feeling well assured that the acceptance by the board of my recommendation that not more than about 25 acres should at the outset be taken into cultivation could not reasonably have been meant to compel the adoption of this as the maximum area to be considered in the general plan, or put under fence. It was certainly far from my intention to be understood as recommending anything so ludicrously disproportionate to what has been done by every other State where a farm has been established at all; and so peculiarly inappropriate where a variety of soil and position is positively essential even to efficient instruction; apart from experiments, where it becomes a conditio sine qua non. There will be no difficulty now in finding, within the limits of the 2 inclosures representing the farm, such variety as can usually be found in small upland tracts in this section of the State.

Again, it has been objected to the site selected, that it embraces not an inconsiderable tract of land badly washed and gullied, lying in full sight of the railroad and public road.

It is, indeed, a great pity (to say the least) that so large a piece of land lying so close not only to the public highways mentioned, but to the campus itself, should so long have been allowed to run to waste, when a very little labor applied in time might have preserved it. The injury is great now, but it will be greater, and will in part become irreparable a few years hence. A small amount of labor bestowed on it now, at convenient times such as always occur to the careful farmer, can yet keep the gullies from encroaching farther, and even make a beginning toward their filling up and final reclamation. Had they been left outside of our fence, as was proposed, we should have done precisely what we intend with all our might and main to

young men not to do, viz, to turn out their worn and gullied lands to final on. It will be to them a lesson fully as important at this time as any they ; for the reclamation of worn and waste lands in this State is becoming l more a question of alarming magnitude. We have good land enough ie inclosure to raise premium crops of every kind; we have also worn land o exemplify its reclamation.

ation within full view of the Central Railroad will make the farm the best ment of the department, if equipped and managed as it should be. It ive nothing to hide from the public gaze or from fair criticism.

end, I would strenuously second the suggestion made by Dr. Philips in his iz, that a definite general plan based upon an accurate topographical sur- e ground should at once be made and adopted, so that everything that is the way of improvement may tend toward the realization of a harmonious ent whole. In no other way can true economy be attained and the peri- oing of patchwork avoided.

ot omit in this connection to suggest the necessity of providing, for the be used in the operations and management of the farm, a different mode of nent from that now existing with regard to other university work. Unlike mprovements or repairs, the operations of the farm can not afford to await n at the foot of the docket, or be governed by the fluctuations of warrants. to be a success in any point of view it must be managed as a prudent busi- would manage his own concerns, to the utmost extent consistent with its bject—instruction. At times when the success or failure of a season's oper- ay depend upon prompt action requiring pecuniary outlay, the delay t upon circuitous official references often becomes ruinous.

id such troubles and to secure unity and efficiency of management, consid- scretion must be allowed the superintendent of the farm—a condition not ot incompatible with the strictest accountability. So far from this, such easure of discretion is the only condition on which an incumbent of the ualifications can be held strictly responsible for the results which unequiv- w from his individual management only when there is no divided respon-

s me pleasure to reiterate in this place my confident belief that in Dr. e have secured the right man for the place, and I hope he will be given t opportunity to demonstrate the fact. As an experienced business man, he ss correct in the suggestion made in his report concerning the propriety of ely entering upon the breeding of blooded stock as a means of increasing nary resources of the department, provided only that arrangements for the d safe keeping of the animals can be speedily made. While lucrativeness ways be a very secondary consideration as compared with the necessities ction, yet, situated as we now are, anything that can render the balance re satisfactory without interfering with the educational interests deserves onsideration.

. . . . . .

ur plans and operations, however, the inadequacy of our resources, both as he plant and the employment of additional special instructors, meets us at . It has been thus in the great majority of the agricultural colleges estab- a cordance with the act of 1862, even where the States have added liber- e closely entailed Congressional donation, and communities have vied with r in offers to donate improved sites. The obvious reason of this lies in the industrial instruction, to be effectual, is intrinsically of a costly character, a "plant," which forms no part of the estimated cost of literary colleges, the same time in many cases the salaries usually offered to instructors in urses are wholly inadequate to command the services of men eminent in pursuits

This report was, by the chancellor, presented at a meeting of the board of trustees on the 4th of February, and that body thereupon passed the following resolution:

*Resolved*, That Professor Hilgard be requested to report to the governor the condition and requirements of the agricultural department of the university, and that the governor lay the subject before the legislature and recommend such an appropriation as may be necessary to place this department on an efficient footing.

Professor Hilgard discharged the duty imposed upon him by the foregoing resolution, but without avail. The legislature took no action in the matter.

At the June meeting of the board, 1873, a second report from Dr. Hilgard was submitted, from which is taken the following extract:

DEPARTMENT OF AGRICULTURE.

Concerning the requirements and prospects of this department I have little to add to what I have already expressed in a report laid before you at the late session of the board of trustees. The failure of the legislature to make any provision for an outfit such as is contemplated by the act of donation renders it impossible to carry into effect the plans heretofore detailed, and all that can be done at the present time with the limited means at command are the experimental operations detailed in the accompanying report of Dr. Philips. Under these circumstances it is not surprising that the cry of "failure" should already be raised by those whose wish is father to the thought. I see no cause for such clamor, and trust that yourself, as well as the board of trustees, will take no heed of it, but will duly consider the circumstances under which that which has been done has been accomplished, and I think you will be satisfied that few men laboring under similar difficulties would have accomplished as much as Dr. Philips is able to show. He has inaugurated a number of important experiments, whose results when published will convey important practical information. With the limited force at his command he has materially improved the aspect and condition of the tract now under cultivation at times when other operations were stopped by the weather, and even on the tract newly put under fence he has put in the "stitch in time" whenever possible. He will make abundant feed for the coming season, and if but reasonably backed by funds at that time will be able to prove conclusively to all willing to be convinced that the practical part, at least, of the agricultural department is no failure. But the most intelligent or even desperate energy can not succeed without means.

I can not for a moment admit that the late unfavorable action of the legislature represents the interest of the people on this subject. I know it to be otherwise from a long and close intercourse with the farming population of the State. Whatever of supineness or political considerations may have brought about the result, it assuredly does not represent the state of intelligent public opinion. And my hope that a different action, more consonant with the interests of industrial and educational progress, will yet be taken by the legislature is unshaken.

As regards the absence thus far of students in the agricultural course, it is a phenomenon of common occurrence in the establishment of new professional schools, and so far from discouraging us, should only stimulate to greater efforts. All parties agree that the necessity for this class of instruction is great and crying; but it is a new thing in this country, and opinions differ greatly as to the manner and opportunity of imparting it; this experience alone can determine. I have heretofore placed before you the results of the experience of the older colleges in the country, basing thereon my recommendations as to the course to be pursued by us. I have found no reason as yet to change my views in this regard; and the discussion which was provoked at the late session of the agricultural congress at Indianapolis, by a motion to indorse the "Morrill bill," and in which many unkind things were said of the agricultural colleges in general, has but confirmed me in my opinions as previously expressed.

npered thus, as explained by Dr. Hilgard, by want of means to an agricultural and mechanical college, but little was ever The justness of the Doctor's views in regard to the temper of ople of the State was manifested a few years later by the estab- ent of the Agricultural and Mechanical College at Starkville. while the matter languished. The farm was continued in a small n strictly an experimental basis, under the charge of Dr. Philips he year 1876, when it was finally abandoned.

the year 1878 the Agricultural and Mechanical College was red; and the agricultural land-scrip fund was withdrawn from iversity and passed to the credit of that institution, along with lciency of that portion of the fund previously donated to the n University to make up one-half of the whole.

### FREE SCHOLARSHIPS.

hird instance in which the establishment of the Alcorn Universi ade to affect the State University was that of the free scholarships. f the features of the Alcorn charter was a provision so very ill- that it is impossible to say with any certainty what it does mean, hich was understood to give one free scholarship, including the to have, for the benefit of the scholar, $100 per annum from the on-school fund in the public treasury, to each county or other entative's district in the State, with a proviso to the effect that any county was entitled to more than one representative there l be one scholarship for each representative. Quite a number of nts, selected under that statute, on competitive examinations, led the university for several years; 116 being considered the nual attendance admissible thereunder. In the year 1875, how- the whole scheme was abolished by a repeal of that portion of atute.

### FREE TUITION.

871 tuition was made free, except in the law school, to all Missis- students. Students from any State who were preparing for the ry, or who were not able to pay tuition, were also admitted free. 6 students, from any State or country, were ordered to be admitted f tuition fees; and such has been the rule ever since that date.

### THE HIGH SCHOOL.

ill be remembered that one of the features of the reorganization university in 1870 was an order for the establishment of a high l. It was not, however, until the fall of 1874 that any arrange- was made for it, at which time Mr. Andrew E. Kilpatrick, an of the class of 1873, was elected its principal. In the year 1875 ssor Kilpatrick resigned, and Prof. Lewis T. Fitzhugh (later prin- of Whitworth College), was chosen to succeed him. The high l, however, while very prosperous, was broken down finally by its rosperity. It was strongly objected to by the teachers of acad-

emies throughout the State on the ground that it was an invasion of their field of work and patronage. In the year 1883 the board of trustees, deferring to that objection and considering the further fact (more weighty by far) that the academies of the State had begun to recover from the ruinous effects of the late war and to do much more thorough educational work than had been done before, abolished the school. A subfreshman class was organized in lieu of it, intended only for students applying for admission to the higher classes of the university and candidates for the A. B. or B. S. degree. This class was placed in the charge of Professor Fitzhugh as principal, with the rank of a full professor. Subsequently, the restriction that students of the subfreshman class should be candidates for the A. B. or B. S. degrees was set aside, and those designing to pursue the B. P. course, or even a select course, were admitted to the privileges of the class. In 1886 Professor Fitzhugh resigned to accept the presidency of Whitworth College. He was succeeded by John Wesley Johnson, A. B. and M. A., of the university. In 1889 the subfreshman class, as a distinct organization, was abolished; the students doing preparatory work being placed under the immediate tuition of their respective professors, and Professor Johnson was assigned to other duties.

### CHANCELLOR A. P. STEWART.

In the month of July, 1874, Dr. Waddel resigned the chancellorship. Dr. John J. Wheat, the professor of Greek, being the senior by election, was declared the vice-chancellor, and discharged the duties of that position. On the 7th of October, 1874, Gen. Alexander P. Stewart was elected unanimously to the chancellorship, and was inaugurated in the following December. This distinguished gentleman was thoroughly identified with the Southern people. He had been a lieutenant-general in the Confederate army, and had served in that delicate and trying position with the greatest success to the very end. His installation as the presiding officer of the faculty almost wholly allayed the restiveness of the people of the State about the institution, growing out of the political complications already described. And the unmistakable index of a better feeling was the fact that in the inaugural ceremony the new chancellor was introduced to the audience by the Hon. L. Q. C. Lamar, then a member of Congress, but who had resigned his professorship of law in 1870.

### REORGANIZATION OF 1876.

In the fall of the year 1875 there was a great political uprising in Mississippi. The Democratic party regained control of the State. On the 14th of April, 1876, there was passed and approved "An act to reorganize the University of Mississippi." Its tenor was as follows:

SEC. 1. *Be it enacted by the legislature of the State of Mississippi*, That the University of Mississippi incorporated the 24th of February, 1844, shall continue to be organized and governed as follows, to wit: The board of trustees of said institution shall be fifteen in number, five of whom shall be alumni of said institution. The members

l board shall be appointed by the governor, by and with the consent of the , and shall hold their office for six years, or until their successors are appointed: *ed*, That the first board appointed under this act shall at its first meeting, shall be held in the university buildings at Oxford on the Monday before the ıursday in June, 1876, be divided by lot into three classes of five each. The ass shall hold their offices for two years from the date of their appointment, cond class shall hold their offices for four years, and the third class for six *Provided further*, That the present board shall hold their offices until their sors are appointed as herein provided.

. 2. *Be it further enacted*, That the board of trustees herein provided for and successors are hereby declared and constituted a body politic and corporate by me and style of "The University of Mississippi."

. 3. *Be it further enacted*, That in case of vacancies occurring in the board of es during a recess of the senate the governor may make appointments to fill acancies until the meeting of the senate, and thereafter during the session of nate until such vacancies are filled.

. 4. *Be it further enacted*, That the governor of the State shall be president of ard of trustees of the University of Mississippi; but in his absence from any ıg of the board a president pro tempore may be appointed by the board.

. 5. *Be it further enacted*, That a majority of the trustees shall constitute a m for the transaction of business, and the approval of two-fifths of all the es shall be necessary to the adoption of any order or resolution by the said

. 6. *Be it further enacted*, That the trustees shall possess all the powers necessary roper for the accomplishment of the trust reposed in them, viz, the establish- and maintenance at the site of the university buildings near Oxford, in Lafayette y, of a first-class institution in the different departments of learning; and they dopt all such laws and regulations as they may deem expedient for the purpose pugnant to the constitution and laws of the State.

. 7. *Be it further enacted*, That the said board shall elect a treasurer who shall e all the moneys coming to said institution except the State appropriation, and lisburse the same for legal and proper purposes, and his tenure of office and ınsation shall be fixed by said board—the latter not to exceed $200 per annum. reasurer shall make a report of his receipts and expenditures, accompanied by r vouchers, annually to said board, if it meet so often, for purposes of allowance ection: *Provided*, That said treasurer may be removed at any time by said board isfactory evidence of official misconduct to be produced in the presence of said ırer and on reasonable notice to him, and to this end said board may, by sum- s addressed to any suitable officer of any county in this State to be served by ummon witnesses and send for papers: *Provided*, That no member of said board the faculty of the university shall be eligible to the office of treasurer: *And ed further*, That said treasurer shall live either in the town of Oxford or within of the university.

. 8. *Be it further enacted*, That the members of the board of trustees shall e as compensation their actual traveling expenses incurred in going to and ing from the meetings of said board, payable out of any funds belonging to iversity.

. 9. *Be it further enacted*, That in the construction of this act by the term nni shall be understood all such persons as have graduated in any department l institution, whether of arts, science, or law.

. 10. *Be it further enacted*, That all the powers and duties belonging to the ıt board of trustees of the University of Mississippi are hereby conferred upon ard as organized under this act.

. 11. *Be it further enacted*, That all acts and parts of acts in conflict with thi , and the same are hereby, repealed and that this act take effect and be in force and after its passage

proved April 14, 1876.

Under this statute a new board was appointed, composed of four members of the former board, ten new members, and Judge Hill, restored.

The board met as usual in June. They passed a resolution requesting the Hon. H. H. Chalmers (a member of their body, an alumnus of the university, and then one of the justices of the supreme court) to prepare an address to the public setting forth the merits of the institution and urging its support. The effect of this address, and of a canvass of the State made by the chancellor and several members of the faculty in the summer of 1877 was such that the attendance of students in the session following ran up to 471, a number much larger than was ever reached before.

### DEPARTMENT DIPLOMAS.

In 1877 was begun the practice of awarding department diplomas. They were at first conferred on any student who should complete satisfactorily the longer course in any one of the nine departments into which the work of the literary and scientific department was divided, and entitled their holders to the status of alumni. In 1886 it was resolved to grant no further department diplomas except to such students as should complete the longer course in at lest three of the then ten departments. In 1889 the departments were dissolved and nineteen (now twenty) schools established. Department diplomas are conferred whenever the student shall have completed schools whose work shall aggregate twenty-five hours weekly.

### THE VAIDEN CHARITY.

It was at the session of 1877–78 that Dr. Cowles M. Vaiden, a member of the board, inaugurated a charity, which he sustained until his death, several years after. A large number of aspiring but indigent young men were advanced by him the money necessary to pay their expenses at college on an economical plan, on their personal notes. At one period there were as many as 100 of the "Vaiden beneficiaries" in the institution.

### THE LABAUVE CHARITY.

In the year 1879, Col. Felix Labauve, of De Soto County, died and left by his will a residuary legacy to the Hon. Thomas W. White, in trust, that the net income thereof should be devoted to the education at the university of poor young men, who are orphans, sons of worthy parents, and from De Soto County. The legacy yielded about $16,000, and the income now liberally supports five beneficiaries. Colonel White, the original trustee, is now dead, and the fund (now $20,000) is managed by the local treasurer.

Col. Felix Labauve was a native of France. His father served in our Revolutionary war under Rochambeau; was at the siege of Yorktown, was decorated by Napoleon with the Cross of Honor for services against the Russians, and became a captain. After his father's death Felix came to America when 8 years old. Represented De Soto County in the legislature of 1843; was member of the State senate in 1845. Was

'wards clerk of the circuit court. Rendered efficient service dur- the war; was again in the legislature and was commissioner for ıissippi to the Paris Exposition in 1877. He died a bachelor.

### FEMALES RECEIVED.

t the meeting of the board of trustees held in June, 1882, it was re- ɜd to open the doors of the institution to females, except in the high ol. The coeducational feature thus adopted has worked very satis- ɔrily. No adjustments of curriculum were made to meet any want ɔrnamental education or training. The girls were simply allowed ɜail themselves of the severe classical, scientific, and philosophical ses offered to boys. Consequently the institution has not been ex- ively patronized by females; most of those who come being such as re to qualify themselves to teach. The largest number of girls in year was 23. In scholarship the result has been very gratifying. first class to graduate with female members was that of 1885; and ıe six graduating classes from 1885 to 1890 inclusive (in five of which e were females), in two the highest records were made by girls: Miss e Vick Hill, class of 1885, from Noxubee County, and Miss Mattie es Smythe, class of 1888, from Leake County. Twelve young ladies ) graduated in the six years, and of the 12, 5 have professorships olleges among the best in the South. There are now (1890–91) 4 ıle candidates for the post-graduate degree of M. A.

### CHANCELLORSHIP ABOLISHED—CHAIRMAN MAYES.

the month of July, 1886, Chancellor Stewart resigned. The trus- thereupon abolished the office of chancellor, and directed that the iding officer of the university should be a chairman of the faculty, ) selected by that body from their own members. The faculty there- ı elected Prof. Edward Mayes, of the law chair, an alumnus of the ; of 1868, to be chairman. At the expiration of the first year of the ı the chairman called attention of the faculty to the fact that the r of the board fixed no period of time during which the chairman, elected, should serve, and requested them to elect their chairman he coming year. This they did by reelecting the incumbent unami- sly. Chairman Mayes was a second time unamimously reelected in , 1888.

### THE REORGANIZATION OF 1889.

June, 1889, Chairman Mayes, in conformity to the by-law of the ersity, made a report to the trustees on the needs and condition ıe institution. Induced by that report the trustees made a thorough ganization both of the scheme of study and of the faculty.

rst. The law by which the department of science, letters, and art divided into ten subordinate departments was abolished. It was idered that such division was arbitrary and unphilosophical; that ɜ was no necessary connection between many of the studies associ in the make up of a single department, and that it was unjust to

the student. For instance, the department of modern languages included both French and German, and under that arrangement a candidate for the B. S. degree, in order to get any credit whatever for work done in the one language, however excellent, was forced to take the other. Again, the department of natural history was composed of the four subjects of botany, zoology, mineralogy, and geology, and in order that a student should be credited with work done in any one of them he was forced to take all the others. So also was it with physics and astronomy on the one hand and with history and political economy on the other.

Under the new rule the trustees declared that there should be nineteen distinct schools, each being independent of all others; satisfactory and completed work done in any one should entitle the student to so much credit toward his degree, whether he had taken any other particular school or not. The nineteen schools were as follows:

1. Latin language and literature, to be a course of four years.
2. Greek language and literature, to be a course of four years.
3. French language and literature, to be a course of two years.
4. German language and literature, to be a course of two years.
5. English language and literature, to be a course of three years.
6. Belles lettres, to be a course of one year.
7. Pure mathematics, to be a course of at least three years.
8. Physics, with optics and acoustics, to be a course of three terms.
9. Astronomy, to be a course of one term.
10. History, to be a course of one year.
11. Political economy, to be a course of one term or of one year, at the discretion of the professor.
12. Mental and moral philosophy, to be a course of one year.
13. Logic, to be a course of one term.
14. Botany, to be a course of one term.
15. Zoology, to be a course of one term.
16. Mineralogy, to be a course of one term.
17. Geology, to be a course of one term.
18. Theoretical chemistry, to be a course of one year.
19. Practical chemistry, to be a course of one year.

Second. The foregoing order effected these changes in the extent of scholastic work. In the schools of history and political economy the course in each was extended from one term to two; in those of French and German each, from one year to two; in those of Latin and Greek each, from three years to four; and the school of belles lettres was wholly a new course. It is designed for a study of the last year—assumes that the student has, in the study of the five schools of ancient and modern languages, acquired a certain acquaintance with their respective literatures, and embraces, so far as is possible in the time allotted, a consideration of the best authors of all tongues and nationalities, without regard to the language, and with especial attention to the interrelations of national literatures to literary criticism and to the philosophy of literature.

ird. Large scope was afforded for electives. Theretofore the only ee which could be taken by an elective course was that of bach- of philosophy. The studies for the B. A. and the B. S. were all ribed. Under the new rule, any student who does an amount of equal to 75 recitations per week for one year is entitled to a elor's degree. If his course shall include the English, the Latin, Greek, and the pure mathematics, he may call for an A. B., the inder of the work required being elective; if it include botany, gy, mineralogy, geology, theoretical and practical chemistry, ematics, physics, and astronomy, he may call for a B. S., all the inder of the work required being elective; and any course taken, ided the necessary amount of work be done, entitles to a B. P. If ident shall take the whole 19 schools he may call for any two ees.

the computation of work to be done for any degree, however, the wing work is not counted, being considered preparatory: That of irst and the second years in mathematics (which was in fact made e years' course), in Latin and Greek; that of the first year in ish.

course a student is not debarred the privilege of entering an nced class under the test of examinations for entrance. He is ted, if successful on such examinations, with all of the work d over by such examinations, in like manner as if he had done ork in the university.

urth. The office of chairman of the faculty was abolished, that of cellor restored, and the faculty organized as follows:

ancellor: Edward Mayes, LL. D.

hools of physics and of astronomy: Robert Burwell Fulton, A. M., ssor.

hools of Greek and of Latin: Addison Hogue, professor; Alexan- .. Bondurant, assistant professor.

hools of English and of belles lettres: Richard Marion Leavell, ., professor; John W. Johnson, A. M., assistant professor.

hools of French and of German: Joseph Auguste Fontaine, Ph. D., ssor.

hools of mental and moral philosophy, of logic, of history, and of cal economy: William Rice Sims, professor.

hool of pure mathematics: Henry Aubrey Strode, professor; John ohnson, A. M., assistant professor.

hools of theoretical and practical chemistry: Richard W. Jones, ssor; John William Provine, B. S., fellow.

hools of botany, zoology, mineralogy, and of geology: Richard W. s, professor; John W. Johnson, A. M., assistant professor.

hool of elocution: Miss Sally McGehee Isom, instructor.

hool of law: Edward Mayes, LL. D., chancellor, professor.

ice the action above described the course in mathematics—room given to that end by the law that it should be "at the least"

three years—has been expanded into one of five years, of which the fifth is not compulsory for any degree.

To illustrate the practical working of the foregoing scheme, suppose a youth to come in who applies for a degree of B. A. He is examined by the professors in charge of the schools of Latin, Greek, mathematics, and English and assigned to the classes of the fourth year in the first three and that of the third year in the last. He will at once be credited toward his seventy-five hours with the work so passed over; that is to say:

| | Hours. |
|---|---|
| Third year Latin (first and second being merely preparatory) | 5 |
| Third year Greek (first and second preparatory) | 5 |
| Third year mathematics (first and second preparatory) | 5 |
| Second year English (first year being merely preparatory) | 5 |
| Total credit on entrance | 20 |
| He must then do the— | |
| Fourth year Latin | 5 |
| Fourth year Greek | 5 |
| Fourth year of mathematics | 5 |
| Third year English | 5 |
| Total number of hours | 40 |
| He now has uncontrolled election in the residue of thirty-five hours, and might make it in this wise: | |
| German (two years, five hours per week) | 10 |
| History (one year, five hours per week) | 5 |
| Theoretical chemistry (one year, five hours per week) | 5 |
| Mental and moral philosophy (one year, five hours per week) | 5 |
| Physics, etc. (three terms, five hours per week) | 7½ |
| Astronomy (one term, five hours per week | 2½ |
| Making the necessary total of | 75 |

The student in such case would graduate in three years by doing fifteen hours weekly in one year and twenty hours weekly in each of two years.

## CANVASS OF THE STATE.

During the summer of 1889 the chancellor made a partial canvass of the State in the interests of the university, addressing the people in public on the history, work, and status of the institution. He spoke in the towns of Holly Springs, Magnolia, McComb, Brookhaven, Hazlehurst, Jackson, Natchez, Lexington, Durant, Kosciusko, Starkville, West Point, Meridian, Macon, Aberdeen, Columbus, Winona, Grenada, Vaiden, Canton, Vicksburg, Fayette, and Port Gibson.

The result of all these measures was an immediate large increase in the attendance at the university.

## FELLOWSHIPS ESTABLISHED.

In the summer of 1890, Assistant Professor Johnson resigning in order to undertake a course of special study in Germany, the trustees resolved not to fill that place, but in lieu thereof to establish a number

llowships for postgraduates. The fellows are to pursue special es to qualify them for professorships, and they are required to act sistants to their special professors. Each fellow is paid $300 per m for his first year and $400 per annum for each subsequent year. e was already one such fellowship, that in chemistry, established 87. Four others were added, one each in mathematics, English, ics, and natural history.

e strictly narrative portion of this chapter is now concluded. It ins to sum up the general results and to give the present plan of nization.

e university is now (1891) in the forty-eighth year of its chartered ence and in the forty-third of its active working period. Yet the on now progressing is the thirty-ninth only, four years having been luring the war.

*Summary of the total enrollment.*

| Session. | Number of students attending. | | | | Number degrees conferred. | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Literary. | | Law. | Total. | Honorary degrees. | | | | Students' degrees. | | | | | |
| | Undergraduate. | Postgraduate. | | | A. M. | Ph. D. | D. D. | LL. D. | A. B. | B. S. | B. P. | B. L. | A. M. | C. E. |
| | ..... | ..... | .... | 80 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| | ..... | ..... | .... | 76 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| | ..... | ..... | .... | 134 | .... | .... | .... | .... | 15 | .... | .... | .... | .... | .... |
| | ..... | ..... | .... | 144 | .... | .... | .... | .... | 11 | .... | .... | .... | .... | .... |
| | ..... | ..... | .... | 130 | .... | .... | .... | .... | 22 | .... | .... | .... | .... | .... |
| | ..... | ..... | .... | 158 | 1 | .... | .... | 1 | 37 | .... | .... | .... | .... | .... |
| | 166 | ..... | 7 | 173 | .... | .... | .... | .... | 28 | .... | .... | .... | .... | .... |
| | 211 | ..... | 22 | 233 | .... | .... | 2 | .... | 34 | .... | .... | 6 | .... | .... |
| | 243 | ..... | 21 | 264 | 6 | .... | .... | 1 | 26 | .... | .... | 9 | .... | .... |
| | 162 | ..... | 16 | 178 | .... | .... | .... | .... | 39 | .... | .... | 9 | .... | .... |
| | 140 | ..... | 28 | 168 | 4 | .... | .... | 4 | 19 | .... | .... | 9 | .... | .... |
| | 173 | ..... | 41 | 216 | 1 | .... | .... | 2 | 27 | .... | .... | 22 | .... | .... |
| | 191 | ..... | 35 | 226 | .... | .... | 1 | .... | 28 | .... | .... | 10 | .... | .... |
| | 193 | ..... | .... | 193 | 7 | .... | 2 | .... | .... | .... | .... | .... | .... | .... |
| | 227 | ..... | 19 | 246 | 3 | .... | 1 | 1 | 4 | .... | .... | 1 | .... | .... |
| | 207 | ..... | 24 | 231 | .... | .... | 4 | 2 | 24 | .... | .... | 12 | .... | .... |
| | 187 | ..... | 26 | 213 | 4 | .... | .... | 1 | 20 | .... | .... | 10 | .... | .... |
| | 186 | ..... | 22 | 208 | .... | .... | .... | .... | 21 | .... | .... | 15 | .... | .... |
| | 113 | ..... | 7 | 120 | .... | .... | .... | .... | 18 | 3 | .... | .... | .... | .... |
| | 250 | ..... | 10 | 260 | .... | .... | .... | 1 | 12 | 4 | .... | 3 | .... | .... |
| | 287 | 5 | 11 | 302 | .... | .... | .... | .... | 12 | 1 | .... | 9 | .... | 2 |
| | 188 | 3 | 6 | 208 | .... | .... | .... | 1 | 14 | 2 | .... | 5 | .... | 1 |
| | 135 | 2 | .... | 137 | .... | .... | .... | 1 | 10 | 2 | .... | .... | .... | 2 |
| | 128 | 3 | .... | 131 | .... | .... | 1 | 1 | 13 | 2 | .... | .... | .... | 2 |
| | 123 | 2 | .... | 125 | .... | 1 | 5 | .... | 4 | 1 | .... | .... | .... | .... |
| | 429 | 6 | 36 | 471 | .... | .... | 3 | 3 | 8 | 4 | 1 | 29 | .... | 3 |
| | 301 | 1 | 17 | 319 | .... | .... | 1 | 1 | 7 | 1 | 2 | 13 | .... | 2 |
| | 392 | 2 | 20 | 414 | .... | .... | 2 | .... | 5 | .... | .... | 19 | .... | 1 |
| | 326 | 3 | 18 | 347 | .... | .... | .... | .... | 13 | 1 | 11 | 16 | .... | 2 |
| | 200 | 2 | 12 | 214 | .... | .... | 3 | .... | 12 | 3 | 7 | 5 | .... | .... |
| | 238 | 6 | 14 | 259 | .... | .... | .... | 2 | 5 | .... | 9 | 5 | .... | .... |
| | 255 | 9 | 12 | 276 | .... | .... | .... | 5 | 7 | 1 | 7 | 6 | .... | .... |
| | 223 | 3 | 8 | 234 | .... | .... | .... | 1 | 3 | 1 | 9 | 3 | .... | 1 |
| | 188 | 3 | 11 | 202 | .... | .... | .... | .... | 9 | 4 | 3 | 7 | .... | .... |
| | 169 | 6 | 10 | 185 | .... | .... | .... | .... | 4 | 2 | 4 | 5 | 1 | 1 |
| | 197 | 9 | 23 | 229 | .... | .... | .... | 1 | 4 | 8 | 2 | 15 | .... | 1 |
| | 180 | 12 | 17 | 189 | .... | .... | .... | .... | 1 | 2 | 16 | 11 | 2 | 2 |
| | 218 | 12 | 16 | 246 | .... | .... | .... | .... | 6 | 5 | 2 | 11 | 3 | 2 |
| | 202 | 14 | 22 | 238 | .... | .... | .... | .... | .... | .... | .... | .... | .... | 3 |
| Total | 7,635 | 169 | 631 | 8,369 | 26 | 1 | 25 | 29 | 545 | 47 | 73 | 265 | 6 | 26 |

umber of individuals in literary courses ..... 3
umber of individuals in law course .....

The presiding officers of faculty have been as follows:

George Frederick Holmes, LL. D., president ..... 1848–49
Albert Taylor Bledsoe, LL. D., professor, presiding ..... 1849
Augustus Baldwin Longstreet, LL. D., D. D., president ..... 1849–56
Frederick A. P. Barnard, LL. D., D. D., president ..... 1856–59
Frederick A. P. Barnard, LL. D., D. D., chancellor ..... 1859–61
John Newton Waddel, D. D., chancellor ..... 1865–74
John J. Wheat, vice-chancellor, presiding ..... 1874
Alexander P. Stewart, chancellor ..... 1874–86
Edward Mayes, LL. D., chairman of faculty ..... 1886–89
Edward Mayes, LL. D., chancellor ..... 1889–

The professors have been as follows:

GREEK LANGUAGE AND LITERATURE.

John N. Waddel, LL. D., D. D ..... 1848–57
Henry Whitehorne, A. M ..... 1857–61
John J. Wheat, D. D ..... 1865–86
Addison Hogue ..... 1886–

LATIN LANGUAGE AND LITERATURE.

John N. Waddel, LL. D., D. D ..... 1848–56
Wilson Gaines Richardson, A. M ..... 1856–59
Alexander J. Quinche, A. M ..... 1860–61, 1865–89
Addison Hogue ..... 1889–

HEBREW LANGUAGE AND LITERATURE.

John N. Waddel, LL. D., D. D ..... 1848–51

SPANISH LANGUAGE AND LITERATURE.

John N. Waddel, LL. D., D. D ..... 1848–51

FRENCH LANGUAGE AND LITERATURE.

John N. Waddel, LL. D., D. D ..... 1848–51
William A. Strozzi ..... 1851–53
Wilson Gaines Richardson, A. M ..... 1854–60
Alexander J. Quinche, A. M ..... 1860–61
Dabney Minor Scales ..... 1866–67
Alexander J. Quinche, A. M ..... 1867–73
F. A. Juny, S. T. D ..... 1873–76
Alexander J. Quinche, A. M ..... 1876–82
Charles Woodward Hutson ..... 1882–89
Joseph A. Fontaine, Ph. D ..... 1889–

GERMAN LANGUAGE AND LITERATURE

Same as the French. See above.

ENGLISH LANGUAGE AND LITERATURE.

George Frederick Holmes, LL. D., president ..... 1848–49
Augustus B. Longstreet, LL. D., D. D., president ..... 1849–56
Frederick A. P. Barnard, LL. D., D. D., president ..... 1856–58
William D. Moore, A. M ..... 1858–61
Stanford G. Burney, D. D ..... 1865–72

W. Shields, A. B., adjunct professor, acting ..... 1872–73
Lipscomb Johnson, LL. D., D. D ..... 1873–89
rd Marion Leavell, A. M ..... 1889–90
m Rice Sims, Ph. D ..... 1890–

PURE MATHEMATICS.

Taylor Bledsoe, LL. D ..... 1848–54
rick A. P. Barnard, LL. D., D. D ..... 1854–56
rick A. P. Barnard, LL. D., D. D., president ..... 1856–58
a McCulloh Phipps, A. M ..... 1858–61
lus W. Sears ..... 1865–89
Aubrey Strode ..... 1889–90
Hume, Ph. D ..... 1890–

ASTRONOMY.

Taylor Bledsoe, LL. D ..... 1848–54
rick A. P. Barnard, LL. D., D. D ..... 1854–56
rick A. P. Barnard, LL. D., D. D., president and chancellor ..... 1856–61
is A. Shoup, A. M ..... 1865–67
n C. Garland, LL. D ..... 1867–75
t Burwell Fulton, A. M ..... 1875–

NATURAL PHILOSOPHY (OR PHYSICS, OPTICS, ACOUSTICS, ETC.).

Millington, M. D ..... 1848–50
Taylor Bledsoe, LL. D ..... 1850–54
rick A. P. Barnard, LL. D., D. D ..... 1854–56
rick A. P. Barnard, LL. D., D. D., president and chancellor ..... 1856–61
is A. Shoup, A. M ..... 1865–67
n C. Garland, LL. D ..... 1867–75
t Burwell Fulton, A. M ..... 1875–

CIVIL ENGINEERING.

rick A. P. Barnard, LL. D., D. D ..... 1854–56
rick A. P. Barnard, LL. D., D. D., president and chancellor ..... 1856–61
is A. Shoup, A. M ..... 1865–68
ius W. Sears, professor of mathematics, acting ..... 1868–76

CHEMISTRY.

Millington, M. D ..... 1848–53
. Keeney, A. M ..... 1853–54
is J. Mettauer, M. D ..... 1854
rick A. P. Barnard, LL. D., D. D., acting ..... 1854–55
rd C. Boynton ..... 1855–61
e W. Hilgard, state geologist, acting ..... 1865–66
e W. Hilgard, Ph. D ..... 1866–73
Longbridge, Ph. D., assistant, acting ..... 1873–74
n C. Garland, LL. D., acting ..... 1874–75
rd W. Jones, A. M., LL. D ..... 1875–85
David Heidleston, assistant, acting ..... 1885–86
rile Latham ..... 1886–89
rd W. Jones, A. M., LL. D ..... 1889–

AGRICULTURE.

Millington, M. D ..... 1850–53
Keeney, A. M ..... 1853–
Harper, LL. D ..... 1854
e W. Hilgard, Ph. D ..... 1871–73

GEOLOGY.

John Millington, M. D ..... 1850–53
John C. Keeney, A. M ..... 1853–54
Lewis Harper, LL. D ..... 1854
Edward C. Boynton ..... 1855–61
George Little, Ph. D., state geologist, acting ..... 1866–70
George Little, Ph. D ..... 1870–74
Richard W. Jones, A. M , LL. D ..... 1875–82
George Little, Ph. D ..... 1882–89
Richard W. Jones, A. M., LL. D ..... 1889–

MINERALOGY.

Edward C. Boynton ..... 1855–61
George Little, Ph. D., state geologist, acting ..... 1866–70
Richard W. Jones, A. M., LL. D ..... 1875–82

NATURAL HISTORY (INCLUDES MINERALOGY).

George Little, Ph. D ..... 1870–74, 1882–89
Richard W. Jones, A. M., LL. D ..... 1889–

MENTAL AND MORAL PHILOSOPHY, LOGIC, AND POLITICAL SCIENCE.

George Frederick Holmes, LL. D., president ..... 1848–49
Augustus B. Longstreet, LL. D., D. D., president ..... 1849–56
Nathaniel Macon Crawford, D. D ..... 1856–57
Frederick A. P. Barnard, LL. D., D. D., president ..... 1857–58
George W. Carter, M. A., D. D ..... 1858–60
Lucius Q. C. Lamar, LL. D ..... 1860–61
John N. Waddel, LL. D., D. D., chancellor, acting ..... 1865–66
Lucius Q. C. Lamar, LL. D ..... 1866–67
Francis Asbury Shoup, A. M ..... 1867–70
James Adair Lyon, sr., D. D ..... 1870–81
James M. Long, A. M ..... 1881–83
John J. Wheat, D. D., professor of Greek, acting ..... 1883–86
John J. Wheat, D. D ..... 1886–89
William Rice Sims, Ph. D ..... 1889–90
Patrick Henry Eager, A. B. (Miss. Coll) ..... 1890–91

HISTORY.

James Adair Lyon, sr., LL. D ..... 1870–75
Albert Hall Whitfield, A. M., assistant professor, acting ..... 1872–73
Alexander P. Stewart, chancellor ..... 1875–86
Charles Woodward Hutson, professor of modern languages, acting ..... 1886–89
William Rice Sims, Ph. D ..... 1889–90
Patrick Henry Eager ..... 1890–91

BELLES LETTRES.

Richard Marion Leavell, A. M ..... 1889–90
William Rice Sims, Ph. D ..... 1890–

LAW.

William F. Stearns, LL. D ..... 1854–61
Hon. James F. Trotter ..... 1860–61
Lucius Q. C. Lamar, LL. D ..... 1867–70
Henry Craft, esq., titular ..... 1870–71

Jordan McCulloh Phipps, acting ..... 1870-71
as Walton, LL. B ..... 1871-74
rd Mayes, LL. D ..... 1877-86
rd Mayes, LL. D., chairman and chancellor ..... 1886-

ASSOCIATE PROFESSORS.

nder L. Bondurant, A. B., Latin and Greek ..... 1890-

ASSISTANT PROFESSORS.

h Sadluski, modern languages ..... 1850
am A. Strozzi, modern languages ..... 1850-51
s Q. C. Lamar, mathematics ..... 1850-52
M. Lieber, geology ..... 1851-52
n McCulloh Phipps, mathematics ..... 1852-53
C. Wailes, geology ..... 1852-54
M. Easter, Ph. D., geology ..... 1854-55
e W. Hilgard, Ph. D., geology ..... 1855-56
e A. Smith, Ph. D., geology ..... 1869-71
n M. Phipps, A. B., law ..... 1870-71
t J. Guthrie, A. B., mathematics ..... 1872-73
t B. Fulton, M. A., physics ..... 1872-75
W. Shields, A. B., English ..... 1872-73
B. Adger, M. A., chemistry ..... 1872-74
n W. Philips, M. D., agriculture ..... 1872-75
t H. Loughridge, Ph. D., geology ..... 1872-74
t H. Whitfield, M. A., Greek ..... 1872-74
nder Fox Moore, B. A., mathematics ..... 1873-74
nder L. Bondurant, A. B., Latin and Greek ..... 1889-90
W. Johnson, M. A., English, mathematics, and natural history ..... 1889-

TUTORS.

e T. Stainback, D. D., Greek and Latin ..... 1855-56
am Alexander Eakin, M. D., Greek ..... 1856-57
es Hawkins Lee, M. A., Latin ..... 1856-57
t M. Kimbrough, mathematics ..... 1856-57
am R. Barksdale, M. A., English and logic ..... 1856-57
l B. Carr, mathematics and physics ..... 1857-59
W. T. J. Sullivan, English and logic ..... 1857-58
n N. Harrison, physics ..... 1859-61
t H. Loughridge, Ph. D., chemistry ..... 1868-72
rd Mayes, A. B., English ..... 1869-70
t J. Guthrie, A. B., mathematics ..... 1869-70
M. West, A. B., Greek and mathematics ..... 1870-71
t J. Guthrie, A. B., mathematics ..... 1871-72
W. Shields, A. B., Latin and English ..... 1871-72
t B. Fulton, A. B., physics ..... 1871-72
t H. Whitfield, A. B., Greek ..... 1871-72
H. Davidson, A. B. ..... 1872-74
am A. Alexander, M. A., high school ..... 1875-76
L. McInnis, A. B., chemistry and natural history ..... 1875-76
as D. Greenwood, A. B., chemistry and natural history ..... 1876-77
rd A. Witherspoon, A. M., Latin and modern languages ..... 1876-
W. Johnson, A. M., high school ..... 1876-
e W. Stockard, A. M., mathematics and English ..... 1877-
M. Buchanan, chemistry and natural history ..... 1877-

William E. Martin, high school and chemistry and natural history ..... 1877–81
Arthur A. Walter, English ..... 1877–78
Lawson H. Snell, high school ..... 1877–78
James B. Walter, high school ..... 1877–78
Joshua W. Kilpatrick, A. B., chemistry and natural history ..... 1878–80
Edward C. Davidson, A. M., high school ..... 1879–83
Anselm H Jayne, A. B., high school ..... 1880–82
Frank E. Larkin, A. B., high school ..... 1882–86
John M. Steen, B. P., high school ..... 1883–84
Charles F. Smith, A. B., high school ..... 1887–88
John L. Johnson, jr., B. S., high school ..... 1887–88
Thomas O. Martin, B. S., high school ..... 1887–88
Jackson Reeves, A. B., B. S., high school ..... 1888–89

INSTRUCTOR IN ELOCUTION.

Sally McGehee Isom ..... 1885

FELLOWS.

John W. Provine, chemistry ..... 1888–90
Thomas Ovid Mabry, chemistry ..... 1890–
Frank Clarke Holmes, natural history ..... 1890–
Paul Hill Saunders, mathematics ..... 1890–
Hubert Anthony Shands, English ..... 1890–
Lem Hall Kimmons, physics ..... 1890–
Alfonso Babbitt Amis, history ..... 1890–

PRINCIPALS OF HIGH SCHOOL, AND OF SUBFRESHMAN CLASS.

Andrew E. Kilpatrick, A. B., high school ..... 1874–75
Lewis T. Fitzhugh, high school ..... 1875–83
Lewis T. Fitzhugh, subfreshman class ..... 1883–86
John W. Johnson, subfreshman class ..... 1886–89

## ORGANIZATION.

The University of Mississippi comprehends two general departments—

1. A department of science, literature, and the arts.
2. A department of professional education.

The former department includes twenty distinct schools and five courses of study, as follows:

1. Latin language and literature, course four years.
2. Greek language and literature, course four years.
3. French language and literature, course two years.
4. German language and literature, course two years.
5. English language and literature, course three years.
6. Belles-lettres, course one year.
7. Pure mathematics, course four years.
8. Physics, with acoustics and optics, course three terms.
9. Astronomy, course one term.
10. History, course one year.
11. Political ecomomy, course one year.

12. Mental and moral philosophy, course one year.
13. Logic, course one term.
14. Botany, course one term.
15. Zoology, course one term.
16. Mineralogy, course one term.
17. Geology, course one term.
18. Theoretical chemistry, course one year.
19. Practical chemistry, course one year.
20. Elocution, course one year.

e courses of study are—

The undergraduate courses, consisting of (1) course for the degree chelor of arts; (2) course for the degree of bachelor of science; (3) se for the degree of bachelor of philosophy.

The postgraduate courses, consisting of (1) Course for the degree aster of arts; (2) Course for the degree of doctor of philosophy.

e requirements for the bachelor's degrees are fully explained under ubtitle "Reorganization of 1889."

## POSTGRADUATE DEGREES.

e degree of master of arts is conferred on bachelors of at least year's standing on passing satisfactory examinations. The candi- is allowed to select for his course of study any three of the fol- ng schools or groups of schools:

1. Greek language and literature.
2. Latin language and literature.
3. French and German languages and literatures.
4. English language and literature, and belles-lettres.
5. Pure mathematics.
6. Physics, acoustics, optics, and astronomy.
7. Chemistry, theoretical and practical.
8. Botany, zoology, mineralogy, and geology.
9. Mental and moral philosophy and logic.
10. History and political economy.

plications for this degree from graduates of other institutions will ntertained, and a special course of study assigned in each case. text books to be used will be prescribed in all cases by the several essors on application. Applications for the degree must be made gh the chancellor by the first Monday in November in each year.

## DEGREE OF DOCTOR OF PHILOSOPHY.

is is the highest degree offered by the institution. It will be con- d on the following conditions: The applicant must hold a bacca- ate degree from this institution or from some other of at lea l grade; he must select three of the schools as the course desir- set to approval or rejection by the faculty, designating one of th s major study. In those three schools (not more than two of whi

can be under one professor) the candidate must pursue a course of post-graduate study for at least three years, of which two must be in residence. The work must be assigned by the respective professors in charge of the schools chosen.

No school may be selected unless it shall have been included in the work pursued by the candidate in obtaining his baccalaureate.

Every applicant must have at the outset a reading knowledge of French and German; if he have not, he must make up the deficiency within eighteen months, beginning their study at once; nor can this work be counted toward his degree.

Ten weeks before he is examined for his degree he must present a dissertation showing original investigation in the line of his major study, which, if accepted by the faculty, must be published at his expense.

At the conclusion of his course he is to be examined before the faculty, the examination being conducted by the professors under whom he shall have studied, but any member of the faculty may propound questions.

### HONORARY DEGREES.

But one honorary degree is conferred, that of doctor of laws; and it will be conferred on none unless he shall have made a special study of either the common or the civil law.

### THE SCHOOLS OF GREEK AND OF LATIN.

ADDISON HOGUE, *professor.*

A. L. BONDURANT, *associate professor.*

As arranged at present the course in each school extends through four years, with five recitations a week. The first two years in each school are preparatory, and are not counted as any part of the regular university work with which a student must be credited in order to graduate. In both Greek and Latin the first year's work begins at the very beginning, so that no previous knowledge of either language is required for entrance into this class. To enter any of the other classes the applicant is examined by one of the professors in charge, and is placed in the class in which he seems likely to get the most good. The aim in the ancient-language course is to secure thoroughness in what is learned, rather than to go over a large extent of ground.

### SCHOOL OF GREEK.

*First year.*—The work of this year is mainly devoted to thorough and persistent drill in the inflections and in the most elementary principles of syntax. At the same time the pupil is introduced to correct Greek reading almost from the very first day, the teacher translating for the class. A slight advance in the reading is made every day; the teacher keeps the class informed as to the progress of the narrative, and encourages the beginner now and then to translate an easy sentence for himself. With the beginning of the second term, say toward the close of February, the class begins to translate, commencing where the teacher began the first day. The class feels somewhat at home here, and many difficulties are thus removed out of the beginner's path.

Only the main inflections of Attic prose are taught in this and the succeeding year, and the blackboard is freely used as an efficient aid. The few elementary principles

ntax that are taught the first year are given mainly in connection with the ng. Prose composition (English into Greek) is begun the second term and nued throughout the course.

books used the first year are Goodwin's Greek Grammar, Moss's First Greek er, and Hogue's Irregular Verbs of Attic Prose. Goodwin's Grammar is the one used in any of the classes, but it is supplemented when needful by the er's notes.

*ond year.*—The Attic inflections are reviewed, and more attention is paid to x. In the first term Xenophon's Anabasis is read (Kelsey's edition), and in the d term Xenophon's Hellenika (selections from Xenophon by Phillpotts). The ry of Greece is also studied, in Pennell's Ancient Greece.

the third year the book used is Boise and Freeman's Selections from Greek ors. Extracts are read from Herodotus, Thucydides, Plato, and Demosthenes. nnection with the authors read, the students are encouraged to read such parts ote's Greece as bear upon their Greek text.

the fourth year are read the Apology and Krito of Plato, the Panegyric Oration okrates, and the Oedipus Tyrannus of Sophokles.

outlines of Greek literature are given partly by text-book, partly by lectures.

Greek lexicon recommended is the abridged Liddell and Scott.

the examination in both Greek and Latin the passages set for translation are not merely from what has been read during the term closed by the examina- but from any Greek or Latin that has been read (by the class that is standing xamination) in any previous part of the course; or, an entirely new passage be given.

### SCHOOL OF LATIN.

same principles and methods of instruction that have been explained above he school of Greek are carried out in teaching Latin. The books used the year are The Beginner's Latin Book, by Collar and Daniell; and Smith and er's Principia Latina, Part II, which contains extracts from Cæsar (simplified), iri Romæ.

om now on Gildersleeve's Latin Grammar is used by all of the classes. White's -English Lexicon is recommended. Prose composition, begun in the last half e first year, is now a regular part of the work. Roman history and Roman ature are taken up in the second year and studied at intervals during the inder of the course. To the three higher classes a moderate amount of private ng (Latin) may be assigned. The authors read are given below:

*ond year.*—Cæsar's Gallic War (Kelsey's edition), Cornelius Nepos, Sallust's ine, two of Cicero's orations against Catiline.

*ird year.*—Cicero De Senectute and De Amicitia (Kelsey's edition), Virgil (Allen reenough's edition), Livy.

*rth year.*—Livy continued, Tacitus, Horace, Plautus or Terence.

B.—The right is always reserved to modify any part of the course as circum- es may suggest.

### SCHOOL OF FRENCH.

J. A. FONTAINE, *Professor.*

#### FIRST YEAR—FIRST TERM.

aim of this department is primarily to impart to the students a critical, and as possible, scientific knowledge of the language they are studying; secondly, able them to make use of the spoken language as a means of communication. ng the first term students have to acquire a correct and fluent pronunciation horoughly master the essentials of French grammar, the following points being

especially insisted upon and constituting the basis for the first examination: Article: (its) forms, contraction, and use. Nouns: how to recognize their gender, form their plural, and use them partitively. Adjectives: their agreement with the noun, their formation of the plural, their place in the sentence. Pronouns: how to distinguish, first, between pronouns and pronominal adjectives; second, between conjunctive and disjunctive personal pronouns; the importance of the latter in a sentence, both as to their use and place. Verbs: to be thoroughly familiar with the conjugation of auxiliary and regular verbs, and also of some of the most important irregular verbs; to know how to form and use the different tenses, and, finally, be able to point out and illustrate the peculiarity of the French in its formation of negative and interrogative sentences, and its use of auxiliaries in intransitive and reflexive verbs.

SECOND TERM.

The second term is devoted to a systematic study of French irregular verbs, and to the acquirement of an extensive reading vocabulary. This double task is made easier and more profitable by comparing the French verbal system with that of the Latin and the French vocabulary with that of the Latin and English. About three-fourths of the time is spent in reading, and at the end of the year students are expected to read at sight French prose of average difficulty.

*Texts.*—Practical French Government (with copious exercises). French reader and other texts suited for the first year.

It is intended to have the class conducted in French as soon as students can be benefited by it.

SECOND YEAR.

The second year includes reading in literary, historical, and scientific French, together with French composition. It is thought best to acquaint the student first with the classical literature of France and conclude with the best models of French style and thought. About one-fourth of the time will be devoted to practical review of the grammar and drill on pronunciation and idioms.

The practical side of this course is never lost sight of, but the mental training of the students, the development of their thinking and comparative faculties, the promotion of the knowledge of their own mother tongue, or of Latin by careful comparison with a living language, with which they have so much in common, are regarded as features of paramount importance.

## SCHOOL OF GERMAN.

J. A. FONTAINE, *Professor.*

The principles and methods involved in the study of French are also involved in that of the German, and what has been said of the former respectively applies to the latter.

FIRST YEAR—FIRST TERM.

Study of the German grammar; especial attention being paid to declensions, verbal system, and order of words.

*Texts.*—German grammar (Joynes-Meissner); reader, Joynes-Meissner or Whitney and other easy German texts.

SECOND YEAR.

Students are required to read literary, historical, and scientific German texts, the authors of the classical literary period receiving a special attention. Lectures will be given on the relation of the English with the German and on the historical development of the latter.

Spanish and Italian are elective studies and classes are formed in those languages whenever necessary.

## School of English Language and Literature.

William Rice Sims, Ph. D., *Professor*.

Hubert A. Shands, B. A., *Fellow*.

:his department provision is made for at least a three years' course of study, one thereof being considered preparatory.

) design of the preparatory year is to qualify students who may be wanting in ıate preparation for admission to the freshman class of the university.

) time is therefore chiefly occupied in thorough drill in the elementary branches, Practical and critical parsing in English; inflection, derivation, and meaning ·rds; minute analysis of English sentences, both oral and written, including ame; written exercises as tests of penmanship; spelling; punctuation; the r use of figures, both etymology and syntax; the essentials of good style, etc. t-books: Butler's New Practical and Critical Grammar; Reed and Kellogg's ır Lessons in English; Hill's Elements of Rhetoric.

) freshman and sophomore classes have each five recitations a week during the

t is the aim of the professor to adapt the instruction in the freshman class of wt term to the wants of a large number of young men who attend college but ·ar. Those subjects, therefore, are taught which it is believed furnish the best ical knowledge of the language. English grammar, which all are presumed to ome acquaintance with before they enter this class, is searchingly reviewed. ommoner forms of syntax, as well as the nicer, are closely examined, and the ıs for preferring one form to another are carefully given. The qualities of a style are discussed, and the various methods of composition are explained and ıaly illustrated.

t-books: Bain's Higher English Grammar, Abbott's How to Write Clearly, ıg's Practical Rhetoric, Genung's Rhetorical Analysis.

'he freshman class of the second term begins the study of old English, without ı it is not possible to have a thorough, scientific knowledge of modern English. rom the very beginning of the work of the class, to the end of the course in the more year, the old is constantly used to explicate the new in its difficult points ıtax, its anomalous word forms, its idioms and etymologies. The text-books ıarch's Anglo-Saxon Grammar and Reader, and Lounsbury's History of the sh Language. But much of the work of this class is furnished directly by the sor, there being as yet no satisfactory text on the etymology of Saxon words. 'he sophomore class of the first term takes a further view of the language as to torical development and philological relations, after which attention is directed y to the history and critical study of the literature of the language.

inning with the writings of the middle English period, some attention is given ı works of Chaucer, after which the course is continued in the study of the ı of Spenser, Milton, Dryden, Gray, Burns, and others, with prose selections Bacon, Milton, Addison, De Quincey, and Carlyle.

t-books: Carpenter's English of the Fourteenth Century, Shaw's New History glish Literature, Hale's Longer English Poems.

reference: Bacon's Philosophy of English Literature, Stedman's Victorian

he sophomore class of the second term continues the study of English literature, ; its chief thought to the works of Shakspeare, and concluding the course with riters of our own country.

text books are Hale's Poems (continued), Rolfe's and Hudson's Select Plays, er's American Poems

reference: Dowden's Mind and Art of Shakspeare, Stedman's Poets of America.

## SCHOOL OF BELLES LETTRES.

WILLIAM RICE SIMS, Ph. D., *Professor.*

The chief subjects of study in this school are literary history and criticism. The course is introduced by some examination of the fundamental principles and essential elements of literary criticisms in particular. As poetry is the highest form of any literature and constitutes a leading part of the several literatures of the world, its province and characteristics are also duly considered, and its peculiar domain and true aim carefully discussed.

With this preliminary preparation the class enters upon the study of the leading ancient and foreign classics, first taking a brief survey of each literature as a whole and then giving attention to the masterpieces of the best authors through translated specimens and critical comments by the most competent authorities. The literatures studied during the year are the Greek, Roman, German, French, Italian, and Spanish, with some notice of others not so prominent.

From the beginning to the end of the course, the interdependence of these several literatures, and especially their influence upon the literature of our own tongue, are carefully noticed and duly emphasized. It is believed that the knowledge acquired in this school will be of special value to young men contemplating professional pursuits.

The text-books used for the present are Botta's Universal Literature, Kames's Elements of Criticism, Shairp's Aspects of Poetry, and Wilkinson's Classic Courses in English, with reference to Sismondi's Literature of Southern Europe.

## SCHOOL OF PURE MATHEMATICS.

ALFRED HUME, Ph. D., *Professor.*

PAUL HILL SAUNDERS, A. B., *Fellow.*

First year (in preparatory department): This class pursues the study of arithmetic through both terms.

Second year (in preparatory department): This class studies algebra only in the first term, and algebra and geometry on alternate days in the second term. As in the studies of these classes the course begins at the beginning of the books used, no examination for entrance is required, unless the student enters late.

Text books: Venable's Arithmetic, Venable's High School Algebra, and Venable's Geometry.

Third year: There is but one class, and this studies algebra and geometry, with recitations on alternate days throughout both terms. For entrance into this class the student is required to stand an examination on the first three books of geometry, and on algebra up to quadratics.

Text books: Same as those of first year, with Bourdon's Algebra and the Professor's Notes on Algebra.

Fourth year: This class studies in the first term plane and spherical trigonometry and surveying. The second term is devoted to conic sections.

For entrance into this class the student is examined on the subjects of the second year.

Text-books: Wentworth's Plane and Spherical Trigonometry and Surveying, Puckle's Conic Sections.

Fifth year (optional): This class recites three times a week. The first term is devoted to differential calculus and the second term to integral calculus, with a short course in calculus of variations.

Entrance examinations are on the subjects of the third year.

Text-books: Todhunter's Differential Calculus and Courtenay's Calculus.

lents applying for degrees and taking mathematics in their course are not ed to complete the fifth year, but work done in that year will be counted.[1]

### School of Physics.

R. B. Fulton, *Professor.*

Lem Hall Kimmons, *Fellow.*

lents enter the school of physics in regular course, at the beginning of their year if they have completed the fourth year of school of mathematics, may be admitted on examination.

ing the first year (graded as junior) five exercises per week in the first term ven to a course embracing the elementary principles of motion, and of the nics of solids, liquids, and gases. The subject of heat, acoustics, and optics r the second term. The first term of the second (or senior) year is given to ady of electricity, and to practical work in the physical laboratory. Ganot's e, or an equivalent is used as a text-book.

he general course in physics all topics are largely illustrated by experiment ecture. In the practical course the aim is to teach the methods of physical igation, and at the same time to enlarge the student's conception of topics usly studied. In this course special attention is given to the practical appli- s of electricity, and to the solution of electrical problems.

lents have the use of many of the best forms of instruments of precision, and work in reducing observations and in solving problems requiring original rements.

en originally purchased (in 1857) the apparatus employed for the illustration hanical principles embraced not only every article which was then usually in such collections, but many which were less common; especially models of nery, and contrivances for exhibiting the various modifications and transfor- s of motion employed in mechanics. The machines of Atwood and Morin for strating the laws of falling bodies, purchased in Paris, deserve especial men- s being unsurpassed in finish and accuracy, and provided with all the more improvements. The convertibility of the centers of suspension and oscilla- illustrated by the reversible pendulum of Kater. The steam engine, to the uction and theory of which particular attention is given, is illustrated by ng models, or miniature engines of various forms, embracing the stationary, otive and marine engines; and by dissected models in strong card-board, in all the movable parts are visible, and may be put in motion. Separate of the valves, pistons, and other essential parts of the engine are also ted.

statical part of the mechanics of fluids is illustrated by the contrivances of t, Mariotte and others, Bramah's hydrostatic press, Barker's mill, and by the s forms of hydrometer and areometer, the hydrostatic balance, and all the dif- modes of determining the specific gravity of solids and liquids. In the illustra- f the dynamical laws the large apparatus of Venturi is employed for spouting and glass models of pumps of various forms, of the fire engine, of the inter-

his monograph on "The Teaching and History of Mathematics in the United ." Professor Cajori has made a mistake apropos of this school. Quoting from talogue of 1857-58, to the effect that students were made to do exercises "on wall slates or blackboards," he says: "The fact that pains are taken to explain m as meaning 'large wall slates' rather tends to show that blackboards were novelty in Mississippi" (p. 224). This is an error. The expression is one of ration, not of definition. The university used both blackboards and wall The room for mathematics is supplied with a number of large and fin- about 5 feet by 2 feet 6 inches, set in the walls. The lecture room for physic umber set on easels. Both rooms have ordinary blackboards in addition.

mitting fountain, of the fountain of Heron, of the Archimedean screw, and other hydraulic contrivances, are shown, together with the hydraulic ram of Montgolfier, and models of canal locks and of water wheels of different descriptions. All the forms of piston and valve employed in hydraulic machinery are also shown in separate models.

In the subject of pneumatics the school is prepared to render the experimental illustrations very striking. A powerful air pump was constructed for the university by Ritchie, of Boston (whose instruments have secured so high and so deserved a reputation), on his Smithsonian model, with all his latest improvements, including receiver plates, both attached and detached, and capable of carrying exhaustion to the highest attainable degree. There is, also, a large variety of minor apparatus, for showing the downward, upward, and lateral pressure of the atmosphere, the resistance of the air to motion, the fall of light bodies in vacuo, the buoyant power of the air, the weight of air, evaporation in vacuo, and the freezing of water by evaporation; also, condensing pumps, condensing chambers of copper and glass, the air gun, the air paradox, and various forms of fountain by rarefaction and condensation.

The construction and theory of the barometer in all its forms is explained and illustrated, and the instrument, as made by Green, of New York, and adopted by the Signal Service, and also Newman's standard barometer, as constructed expressly for the observatory of this university are exhibited, together with the mountain barometer of Gay Lussac, the sympiesometer, the aneroid barometer, and the metallic barometer of Bourdon.

In the course of these expositions all the different forms of the thermometer are exhibited, including the metallic thermometers of Breguet and others, and the maxima and minima thermometers of Rutherford, of Negretti and Zambra, and of Walferdin. Also Melloni's delicate thermomultiplier, of which the theory belongs to a later period of the course.

For the experimental illustrations of all of the interesting facts and principles of acoustics the apparatus of the university is complete, embracing every important instrument in the catalogue of Marloye, of Paris, whose name has so long been associated with this speciality, and who, since his retirement, has been replaced in this manufacture by Secretan, by whom the university was supplied. The collection will, therefore, be found to contain all the ingenious contrivances of Savart, as for example, his monochord, his large apparatus for illustrating the sympathetic vibration of a column of air with a bell, his toothed wheel and spring, his system of parallel bars, etc., with a great variety of tubes, embouchures, organ pipes, plates and membranes for producing acoustic figures, diapasons of various pitch from CC upward, Wheatstone's arrangements for interference, the siren of Cagniard for registering vibrations, Koenig's apparatus for monometric flames as applied to the analysis of sounds, to the determination of nodes in pipes, and for measurements based on interference of sounds.

It is probable that, at the time of its purchase, the electrical apparatus of the University of Mississippi was superior to any similar collection in the United States. The principal electrical machine, constructed by Ritchie, has two glass plates, 6 feet each in diameter, and in its dimensions is not surpassed by any in the world. The illustrations which it furnishes of electrical phenomena are correspondingly splendid. Batteries of a magnitude proportional to the power of the machine, prepared by Mr. Ritchie, accompany it.

The collection embraces also a large torsion balance by Secretan, and a great variety of minor apparatus, such as condensers, electroscopes of different kinds, among which are those of Bohnenberger, Peltier (for atmospheric electricity), and Peclet, Coulomb's hollow sphere, Biot's spheroid with movable envelopes, Kinnersley's electrical thermometer, electrical mortars and guns, model houses for firing or exploding by electricty, electrical rotations, dances, bells, etc., the electrophorus, Zamboni's dry piles, together with extensively varied and magnificent illustrations of electrical light.

university has, in late years, been supplied with the apparatus necessary for ction in the lines along which the science of electricity has developed. To the ginal unique collection have been added models of the various practical forms of legraph and telephone, galvanometers of various patterns, amperes-meter, volt-, and other appliances needed for practical study; and a complete set of 's tubes may be mentioned in this connection.

natural magnet is shown in its rude state, and also as mounted for experi- A specimen of loadstone in possession of the school possesses a sustaining of more than 75 pounds.

more recently discovered phenomena of diamagnetism, or the influence of ts upon nonferruginous bodies, are demonstrated by means of a powerful atus constructed for the university by Ruhmkorff, of Paris.

university possesses a standard magnetometer and a dip circle, both made ardemann after the style adopted by the Coast and Geodetic Survey. These ounted in the magnetic observatory, a building specially constructed for such atus.

ptics the laws governing the reflection of light, the formation of images by s and lenses, the dispersion of light by refraction, its analysis and recomposi- Newton's experiments upon the colors of thin plates, the phenomena of dif- on and of double refraction and polarization with the explanation of these mena upon the undulatory theory, the philosophy of vision, and the construc- of microscopes, telescopes, and optical instruments generally, successively e attention. The application of optical principles to the explanation of rogical phenomena, such as the rainbow, halos surrounding the sun and moon, oon's corona, parhelia, the mirage, looming, extraordinary refractions of the seas, etc., are made as occasion presents.

the experimental illustration of these subjects, the department is provided rich collection of apparatus, in which are to be found mounted mirrors and of large size and of all kinds, including Fresnel's compound burning lens 2 feet in diameter, solid prisms of various materials and forms, achromatic , hollow prisms, and prisms of variable angle, Silberman's heliostat, Rochon's sion apparatus, Arago's, Norremberg's, and Biot's polarizing apparatus, photo- c and solar polariscopes with numerous accompanying objects for exhibiting ses the chromatics of polarization, the saccharimeters of Soleil and Mitscher- ngel's ingenious models for the illustration of the wave theory, and double tion, Fouillet's diffraction apparatus; also optical instruments of various the camera lucida, the camera obscura, the refracting telescope, the Grego- eflecting telescope, compound microscope by Spencer with objectives from 2 to one-twentieth of an inch, binocular and double microscope by Grunow, lar and photo-electric microscopes, the stereoscope, the magic lantern and the s lantern with polyorama, dissolving views and phantasmagoria, and a fine ometer, made by Steinheil, after the pattern used by Bunsen and Kirchoff.

illustrating the structure of the eye and the laws of vision, models, and draw- n a large scale are introduced; and for the better demonstration of the laws raction, dispersion, diffraction, interference, luminous meteors, etc., use is of oil paintings exhibiting the phenomena, largely magnified. Besides the atus needed for producing these phenomena experimentally, the university s a unique collection of such oil paintings, numbering nearly 100, illus- g the topics.

### School of Astronomy.

E. E. Fulton, *Professor.*

second term of the senior year is given to the study of astronomy, theoretical ractical. Young's astronomy is used as a text-book in general astronomy. ts are taught practically the use of the transit and alt-azimuth instrument he clock, with the simpler measurements and reductions of measurements made. these.

Throughout the senior year, in both schools, three exercises per week are given to the work of the lecture room, and two exercises per week to practical work.

For the illustration of the different topics in this science the university possesses considerable advantages, which will be largely increased during the ensuing session.

The celestial motions are beautifully represented by Barlow's magnificent planetarium, 11 feet in diameter—a piece of mechanism unrivaled in ingenuity, accuracy, and elegance. The optical apparatus furnishes also brilliant representations of the telescopic appearances of the planets, comets, and nebulæ, and the 36-inch globe of Malby, of London, affords very useful aid to the conception of astronomical problems.

At present a portable transit instrument is available for observations of meridian passages, and a sextant will furnish means of making direct measurements of altitudes and arcs. Also a large theodolite, by Secretan, with complete vertical as well as horizontal circle, will serve as a model in explaining the construction of the astronomical altitude and azimuth and equatorial telescope.

A contract has been made for the erection of a refracting telescope at the works of Sir Howard Grubb, near Dublin. It will be a twin equatorial, consisting of a 15-inch visual telescope, mounted on the same support with a 9-inch photographic telescope. The instrument will be complete with the best mountings, including all the best devices for control, and with a 4-inch finder and all needed accessories for use with the eye or for photographic purposes. It is to be in position in April, 1892. It is after the plan (though on a smaller scale) of the twin equatorial at the Paris observatory at Meudon, designed and used by M. Jannsen, and which has been characterized as an observatory in itself.

## School of History.

P. H. Eager, A. B., *Professor.*
Alfonso B. Amis, *Fellow.*

First term: General sketch of mediæval and modern history (Myers); geography and chronology (Labberton's Atlas).

An entrance examination on United States history is required in this school. The examination is elementary.

Courses in Roman and Greek history are given in the schools of Latin and Greek, respectively, by the professors in charge of those schools. A recent act of the legislature of Mississippi has incorporated the Mississippi Historical Society. The bill provides that the archives of this society shall be located at this university. A prolific field for original research will thus be opened to students in the school of history. For the session of 1890-91 a post-graduate course will be offered in the school on Mississippi as a Province and as a Territory, based on the Claiborne collection of original manuscripts.

## School of Political Economy.

P. H. Eager, A. B., *Professor.*

First term, economics: F. A. Walker's Political Economy (third edition); notes by the professor on the history of political economy; notes on the history of United States tariff legislation, based on Taussig, with original reference work in Niles's Register, Congressional debates, public documents, and Wool Manufacturers' Bulletin. Written exercises by the class.

Second term, civil government: Special attention is given to the Government of the United States, and an independent study is made of the government of the State of Mississippi.

During the session of 1889-90 each member in the class in economics made an original investigation into the economic life of his own town or county. Ten of these dissertations were published, and they attracted widespread attention and favorable notice. A similar series is contemplated from year to year, and it is hoped

hen taken together they will form a valuable exhibition of the economic con-
and resources of Mississippi.
same class were favored with two lectures by Chancellor Mayes on taxation in
l, and in Mississippi.

### School of Mental and Moral Philosophy.

P. H. Eager, A. B., *Professor.*

t term: Hill's Elements of Psychology, with occasional lectures by the pro-
and written exercises by the students. Brief historical review.
nd term: Calderwood's Handbook of Moral Philosophy, with occasional
s by the professor and written solutions of ethical problems by the stu-
Toward the close of this term is given an outline course in the evidences of
ianity.

### School of Logic.

P. H. Eager, A. B., *Professor.*

nd term: Deductive logic, Tigert's Handbook (fourth edition); inductive logic,
by the professor. Frequent practical exercises throughout the course.

### School of Botany.

R. W. Jones, *Professor.*

Frank Clarke Holmes, B. S., *Fellow.*

times per week during second term. Gray's School and Field Book of Bot-
Bessey's Botany, Chapman's Flora of the Southern States. Excursions are
into the woods and fields, specimens are gathered from them and from flower
s, analyzed, classified, and preserved. The facilities for illustration consist
roscopes, herbarium collected by the geological survey, a suite of crypto-
s plants, and the use of fresh plants gathered by instructor and students.
library contains many and various volumes, pamphlets, scientific journals
the student is encouraged to consult.

### School of Zoology.

R. W. Jones, *Professor.*

Frank Clarke Holmes, B. S., *Fellow.*

times per week during first term. Text books: Orton's Zoology, Packard's
ology, with frequent reference to "Insect Life," and other sources of infor-
n.
ection, mounting, and other practical work required.
school is rendered more interesting and intelligible by maps showing the
phical distribution of animals, by anatomical charts and various drawings,
nanikin, many animal skeletons, a large number of mounted specimens, a good
r preserved in alcohol; also by a collection of vertebrates, which is increased
year by specimens from the geological cabinet, and the "Budd Collection."
collection is the result of twenty-five years of labor, and is believed to be
ased in this country. It was made by Dr. B. W. Budd, of New York City,
ntains a rich exhibit of marine, terrestrial, and fluviatile shells. There are
ss genera, upward of 5,000 species, and more than 20,000 individual shells,
of which are believed never yet to have been described in works on conchology.

### School of Mineralogy.

R. W. Jones, *Professor.*

times per week first term. Dana's Manual, Brush's Determinative Mineral-
. S. Dana's Text-book. The study is conducted so as to make it valuable for
l training and useful practically.

Crystallography is studied thoroughly and practice given with goniometers.

The student handles specimens, familiarizes himself with their physical properties so as to know them on sight. In addition to this each student is taught to use the blowpipe and simple methods in the wet way for recognizing minerals by their chemical properties.

The Markoe collection embraces a rare and elegant collection of minerals, purchased in 1857 of Mr. Francis Markoe, of Washington City, and pronounced at that time to be inferior in quality to none in the world. It has been enlarged by a handsome addition purchased from Dr. A. E. Foote, of Philadelphia, also by a fine collection of minerals from New Mexico in 1884, and by various minor additions.

### School of Geology.

R. W. Jones, *Professor.*

Five times per week second term. LeConte's elements with assignment of special readings in various works and articles in the library.

There is a study of the whole province of geology and a more special study of the geology of Mississippi.

Along with the study of phenomena is a constant inquiry into causes; many important germane questions are discussed, and emphasis is laid on the conclusion that the known facts and established laws of this science do not contradict the word of God.

As far as time allows the instructor points out carefully the economic bearings of botany, zoology, mineralogy, and geology.

Hitchcock's large geological map of the United States, geological map of Mississippi and of the adjacent States, and maps and charts of the United States Geological Survey, all furnish means of illustrating this school.

There is a general collection of rocks and fossils representing more or less completely the several geological ages, while the collection of the agricultural and geological survey of Mississippi, embracing over 3,000 specimens of the rocks, fossils, minerals, marls, and soils of the State, affords the student an opportunity found nowhere else of rendering himself personally familiar with the geological and agricultural features not only of Mississippi, but in a great degree also of the adjoining States.

### Schools of Theoretical and of Practical Chemistry.

R. W. Jones, *Professor.*

Thomas Ovid Mabry, *Fellow.*

These schools offer:

1. A course in general experimental chemistry, in which are discussed in order the elements and their most important compounds, their properties and uses, the laws of chemical combination, the conditions of chemical action, chemical theories, value, periodicity.

This part occupies the first term of the first year. During the second term a short time is devoted to chemistry applied to industries, and the remainder of the term to organic chemistry.

Instruction is by text-book, and parallel lectures fully illustrated by materials and experiments.

Text-book: C. L. Bloxham (sixth edition), published by Churchill. This text-book may be changed.

Class meets five times per week throughout the session.

2. A course in practical and analytical chemistry, embracing (*a*) general manipulations, (*b*) blowpipe exercises, (*c*) qualitative analysis, (*d*) quantitative analysis. This course occupies the second year.

This class spends from six to ten hours per week in laboratory work.

Students are well prepared to teach chemistry in high schools and colleges, and are well grounded for the study of medicine and pharmacy, as well as for the further prosecution of chemistry as a specialty.

lecture room and the laboratory are large, and the supply of material and ıtus is good. Students are encouraged to take post-graduate work.

### School of Elocution.

Miss Sally McGehee Ison, *Instructor.*

object of this school is to produce effective readers and speakers; to substi- mple, natural methods of expression for the faulty delivery which commonly ls in the reading circle, the college, the pulpit, on the platform and the stage. course of instruction covers thoroughly the entire range of expression, neither ting its simplest methods, nor stopping short of its highest. The aim is to to those who use the voice a course as scientific and thorough as can be found phase of education, and to induce those who have no professional purpose in o enter this course of study, which, while eminently conducive to bodily health, ld a valuable result of personal accomplishment.

scope of the work may be indicated by the following general outline: Physical ıg, respiration, vocal culture, articulation, orthoëpy, gestures, the laws of ion and emphasis, analysis in reading, dramatic and practical reading, artistic atorical recitations.

:-books: J. W. Shoemaker's Practical Elocution, Shoemaker's Best Things from uthors, and Single Plays of Hudson's (or Rolfe's) School Shakespeare.

Delsarte System of Oratory, by Stebbins, will be used as a text-book in the rm.

branch is wholly optional in all courses.

### Literary Associations.

Phi Sigma and Hermæan Societies are literary in their character, and were ished immediately after the organization of the university. They hold their ıgs during the forenoon of every Saturday, for the purpose of improvement in , declamation, and composition. They are managed by the students; each r framing its own constitution and by-laws. The anniversaries of these es are held on the 5th of May and second Friday in April, each year, respec- , when an oration is delivered by a member of the society, selected by its ers, and usually from the senior class of that year. The "Anniversarianships" ghly prized by the students, and are eagerly sought.[1]

### PROPERTY.

e university property consists of a section of fine, rolling upland, y within the limits of the town of Oxford, bisected by the Illinois al Railroad. The depot grounds were donated to the railroad out s section. The land, except about 80 acres, is yet in the woods.

e university buildings, grouped about the campus, near the center section, consist of—

The lyceum, in which are the chemical laboratory and the lecture : the museum, and the geological display room, and lecture room tural history; six other lecture rooms; the chancellor's office and oung ladies' waiting room.

The library building, an attractive structure of two stories in , just completed—four rooms.

The observatory, in which are the lecture room of the schools of es and astronomy, the storeroom of physical apparatus, the phys laboratory, the astronomical tower, the transit room, and th ence of the professor.

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[1] Catalogues of 1857 and 1880.

4. The chapel, devoted to the daily public worship, and the public exhibitions; in the third story, containing the halls of the two literary societies; the second story being taken up by the chapel galleries.

5. The steward's hall, so called because of its former uses long since abandoned. It is now used for the recitation rooms of the sub-freshman class and as a residence for two of the professors.

6, 7, and 8. Three domitories, each containing three halls, and thirty-six rooms (each hall containing twelve).

9 and 10. Two double houses, three stories high, constituting the residences of four of the professors.

11 and 12. The residences of the professors of chemistry and of Greek, the latter a framed structure.

13. The magnetic observatory.

14. The gymnasium (frame).

15. The carpenters' shop (brick).

16 to 23. Eight frame dwellings of various styles, in which, however, the university has only a reversion after the termination of leases yet to run from thirty to eighty years.

The entire property is worth about $300,000.

There is also a handsome two-story brick house built by the Delta Psi Fraternity for a chapter house. They hold by a qualified fee from the university, the condition being its continued use for that purpose.

### THE ENDOWMENT

is the seminary fund which is treated elsewhere. The amount of the fund as recognized by the State is $544,061.23; the yearly interest drawn quarterly, is $32,643.

### THE STATE APPROPRIATIONS.

The State recognized the indebtedness to the seminary fund, and settled it on the basis set forth above, in 1880. Prior to that year the appropriations made in aid of the institution had been as follows:

| | | | |
|---|---|---|---|
| 1816 and 1817 | $50,000.00 | 1866 | $25,102.38 |
| 1818 | 4,000.00 | 1867 | 20,964.81 |
| 1849 | 11,701.03 | 1868 | 39,415.19 |
| 1850 | 12,450.08 | 1869 | 28,551.19 |
| 1851 | 5,384.40 | 1870 | 38,551.19 |
| 1852 | 26,427.45 | 1871 | 47,551.19 |
| 1853 | 14,213.27 | 1872 | 50,000.00 |
| 1854 and 1855 | 33,999.36 | 1873 | 50,000.00 |
| 1856 | 41,094.33 | 1874 | 50,000.00 |
| 1857 | 39,221.40 | 1875 | 35,000.00 |
| 1858 | 39,808.93 | 1876 | 21,000.00 |
| 1859 | 38,117.19 | 1877 | 39,000.00 |
| 1860 | 37,524.93 | 1878 | 29,979.51 |
| 1861 | 35,551.19 | 1879 | 30,020.49 |
| 1865 | 6,226.75 | 1884, special appropriation | 3,000.00 |

TUITION AND OTHER EXPENSES.

ıition is free to the world in the department of science, literature, the arts; these students pay an incidental fee each year of $10. students pay an annual tuition fee of $50, but no incidental. ɔrmitory rooms are free to all students. Each student is taxed ly $2.50 for coal for lecture and other public rooms; additional $10 fee on such as room in dormitories.

ıy board ranges from $8 to $12 per month; board with lodging $12 to $18.

EXANDER M. CLAYTON, FIRST PRESIDENT OF THE TRUSTEES.

dge Clayton was born in Campbell County, Va., on the 15th of ıary, 1801. He received but the common classical school educa- After a period of preparation in a law office at Fredericksburg as admitted to the bar in 1823. He entered upon the practice at sa Court-House; and there, in 1826, married a Miss Thomas. His professional prospects were good, but he soon removed to the of Clarksville, Tenn. In that new field he immediately estab- d a reputation for ability, and acquired a large and profitable tice. He formed a partnership with a Mr. Turley, which was con- ɜd until that gentleman was raised to the bench. Here, in the year , Mr. Clayton had the misfortune to lose his wife.

was appointed by President Jackson United States judge for the itory of Arkansas, but resigned and returned to Clarksville after one year's service. In 1837 he moved to Mississippi and settled plantation near the village of Lamar, in Marshall County, which alled Woodcote, and where, at intervals, he continued to reside his death. His planting enterprise was successful, but Judge ton did not abandon the practice of his profession. In 1842 he elected to the high court of errors and appeals to fill a vacancy ɜd by the resignation of Judge Trotter, and in 1844 was reelected full term. In this honorable position he made a great reputation. term expired in 1851, and he was a candidate for reelection, but took a prominent part in politics he was defeated with his party, returned to the practice. He then formed a copartnership with J. W. C. Watson, of Holly Springs.

esident Pierce appointed Judge Clayton consul at Havana, without ıtation, but his health failed and he soon returned to his home. ɜmoved to Memphis shortly afterwards, and there formed a partner- with Judge Archibald Wright and D. M. Currin.

was a member of the Charleston and Baltimore conventions, and ıg returned to Mississippi, was in 1861 elected a delegate from hall County to the secession convention.

prepared the address which set forth the reasons for the secessi e State. He was one of the seven delegates to the Montgom

convention. He was a member of the Provisional Congress of the Confederate States, and as such rendered most efficient service.

He was afterwards appointed Confederate district judge for Mississippi, and held that position until the close of the war. He was then raised to the circuit bench of the State, but was removed from office by General Ames in the reconstruction. He never afterwards held public office.

He always took great interest in the cause of education and in all public enterprises. He was made a trustee of the State University upon the establishment of that institution, was first president of the board of trustees, and until his death, with one or two short intervals, maintained the relationship of trustee to that institution. He was also a chief promoter of the construction of the Mississippi Central Railroad, and was for several years one of its directors.

His legal attainments were comprehensve and profound, and as a constitutional lawyer his abilities were preeminent.

Judge Clayton was always a devotee of the pure and fundamental principles of the American Constitution strictly construed. He died in October, 1889, in his eighty-ninth year.

### JACOB THOMPSON.

Hon. Jacob Thompson was born in Caswell County, N. C., on the 15th of May, 1810. His father, Nicholas Thompson, was descended from a a family which emigrated from England to Pennsylvania more than two centuries ago.

Mr. Thompson prepared for college in Hillsboro, N. C.; entered the University of North Carolina at Chapel Hill in his seventeenth year, and graduated in 1831 with the first honor. On the day of his graduation he was appointed a tutor in the university, and discharged the duties acceptably for eighteen months, when he resigned and commenced the study of law in the office of Judge John M. Dick, of Greensboro. Receiving his license as attorney and counsellor in 1835, he removed to Mississippi in the same year and established himself at Pontotoc, where the United States land office had just been opened, after the Chickasaw cession.

The first public question which divided that community was the proposition for the State to indorse $5,000,000 of the Union Bank bonds, and a speech by Mr. Thompson in opposition to that measure introduced him to public life. In 1837 arose the controversy over the admission of the Chickasaw counties to representation in the legislature of that year. Mr. Thompson championed the party claiming representation, triumphed in the debate on the subject, and was selected to draw up the address to the Chickasaw counties.

In the year 1838 he married Miss Catherine A. Jones, daughter of Col. John P. Jones, of Lafayette County, one of the first settlers in that portion of the State.

1839 the question of the deposit banks was the great issue o' th
. They had suspended specie payments, and the Democratic
y claimed that they should resume or forfeit their charters. The
s, notwithstanding their suspension, were thought to have great
lar strength, and the assault on them was regarded as a struggle
st desperate. Yet, accepting the Democratic nomination, Mr.
npson, after a heated campaign, was elected to the lower House of
gress.

1841 Mr. Thompson was again a candidate for Congress. There
a local issue paramount to all others. The Union Bank had become
rupt. The bonds of the bank, to the amount of $5,000,000, had
indorsed by the State. They had been defaulted, and the State
called on to pay as indorser. The governor had refused payment
e ground that the bonds were issued in violation of the constitu-
and that the State was neither legally nor morally bound; and
ppeal was made on this question to the people. Mr. Thompson
called on for his views, and sustained the governor with great
ness and force. He was reelected.

was again reelected in 1843, and for a fourth term in 1845. Pend-
he canvass for this last reelection, Governor Brown offered him
unexpired Senatorial term of Mr. Walker, who had resigned when
inted to the Cabinet of Mr. Polk, but the offer was declined.

1847 and 1849 he was again returned for his fifth and sixth terms,
ing twelve consecutive years in that service.

1850 the compromise measures were passed which admitted Cali-
a as a State, provided Territorial governments for New Mexico,
, and Arizona, and defined the northern boundary of Texas. Out
e complications arising from those measures grew Mr. Thompson's
political defeat. All his ticket went down before the storm.

ring the Administration of Mr. Pierce Mr. Thompson was offered
onsulship to Cuba, an important office, and then considered a most
table one, but he declined it. In 1855 his name was laid before
party as a candidate for the United States Senate; but there were
r aspirants, and to preserve the harmony of the party it was deter-
d in the caucus to nominate Mr. Davis, who was not a candidate.

1856, being a delegate to the Cincinnati convention, he supported
candidacy of Mr. Buchanan, and after the election President
anan invited Mr. Thompson into his Cabinet as Secretary of the
rior. He accepted the post, and entered on its duties in March,
. When Mississippi seceded from the Union, Mr. Thompson, on
th of January, 1861, sent in his resignation, and returned to his
e in Oxford, Miss.

ring the war he served for short periods in various military capaci-
—as volunteer and on the staff of General Beauregard in the Shi-
campaign; as lieutenant colonel in Ballantine's regiment; as chief
ector, on General Pemberton's staff, in the campaign about Vicks-

burg. After the fall of Vicksburg he returned home and served in two sessions of the legislature as representative from Lafayette County. In 1864 he was sent to Canada on a secret mission by the Confederate authorities.

After the war was over he spent several years in Europe with his family. On his return he removed from Oxford, Miss., to Memphis, where he took no part in politics, but actively engaged in business until his death, in 1885.

During his active life Mr. Thompson was a zealous supporter of all movements of educational character. He served as a member of the board of trustees of the university from 1844 to 1864, with one interval of four years, and was the second president of that body, succeeding Judge Clayton and serving as such until the law making the governor of the State president ex officio went into operation.

### AUGUSTUS B. LONGSTREET, PRESIDENT.

Augustus Baldwin Longstreet was the son of William Longstreet, an inventor of steam machinery, a native of New Jersey. The son was born in Augusta, Ga., on the 22d of September, 1790.

He was early sent to school, but made little progress in study, and was more expert as a cotton picker, a wrestler, and a marksman. His mother, however, kept him resolutely to his tasks, and, becoming at length associated at school with George McDuffie, the influence of the latter gave him a relish for books. He was graduated at Yale College in 1813, began the study of law at Litchfield, Conn., and was admitted to practice in Georgia in 1815. About this time he married Miss Frances Eliza Parke, of North Carolina, with whom he lived happily until her decease, in the year 1868. In 1821 he represented the county of Greene in the legislature; in 1822 he was made judge of the superior court of Ocmulgee circuit, and in 1824 was a candidate for Congress with every prospect for success, when he withdrew from the canvass in consequence of the death of a child. This event deeply impressed him with religious feeling, and it was his custom from that time to open his court with prayer. Declining reelection to the bench, he returned to the bar, and was especially distinguished for his efforts and successes in criminal cases. In 1838 he entered upon the ministry of the Methodist Episcopal church, and was stationed in 1839 in Augusta, which was then visited with unusual malignity by yellow fever, but he did not leave his post. In that year he was elected president of Emory College, which office he held until 1848, when he was invited to the presidency of Centenary College, Louisiana. This position after one year he exchanged for the presidency of the University of Mississippi, which he resigned in 1856, designing to retire to private life. But in the following year he accepted the presidency of the South Carolina College.[1]

This station he filled until the breaking out of the late civil war. With his presidency of the South Carolina College terminated his public life. On the cessation of hostilities he returned to Oxford, Miss., drawn thither by the fact that both of his daughters lived there. Here he resided until his death, on the 9th of July, 1870. His last illness was not painful, nor long protracted. As life passed away he lay quietly in full possession of his mental powers, counting his own

[1] New American Encyclopedia, title "Longstreet."

and commenting on its failing power. He died in the fullest ance of a Christain faith.

n an early period of life Judge Longstreet was accustomed to write for news-, magazines, and reviews, and many of his speeches before literary societies, s to juries, and sermons have been published. His inaugural address on assum-e presidency of Emory College, his baccalaureate to the graduating class of the Carolina College (1858), and a sermon on infidelity before the Young Men's ian Association are among his best performances. He extended his reputation "Letters to Clergymen of the Northern Methodist Church" on the subject of y, by his speech in the convention at Louisville, Ky., for organizing the South-ethodist Church, by his "Letters from Georgia to Massachusetts," and by an eview of the decision of the Supreme Court in the case of McCulloch v. The of Maryland. His miscellaneous writings include many of a humorous character. rst of his publications was a letter purporting to come from two convicts under ence of death who had broken gaol and escaped. His peculiar vein of humor is icious in the Georgia Scenes, a volume of sketches which has passed through ous editions. Many of his papers in periodicals, as the Magnolia Magazine, uthern Literary Messenger, and the Methodist Quarterly, have not been col-. A novel from his pen, entitled Master William Mitten, or the Youth of nt Talents who was Ruined by Bad Luck, appeared serially in the Field and le, a literary journal of Georgia, and was reproduced in a volume during the ar.

e following eloquent tribute was paid to the memory of this Chris-gentleman and teacher by Chancellor Waddel on the occasion of quarter-century celebration of the university, in 1873:

more familiar title—that by which he was best known among his acquain-and his oldest friends—was "Judge Longstreet." He was a Georgian. His was a familiar household word in my native home as far back as my early . He was a pupil of my father's celebrated "Willington Academy," in South ina, which he himself has immortalized in the chapter of the Georgia Scenes d "The debating society." There he was fitted for Yale College, where, in the 813, he graduated in a class of 70. Subsequently he took his course in law tchfield, Conn., at the celebrated school of Tapping Reeve and James Gould, whose instruction so many distinguished men of the South pursued their early studies. Having entered upon the career of an attorney at law in his native with prospects unusually bright, he soon rose to the highest rank, and stood g the foremost of a profession in which his compeers were such men as Berrien, Dawson, and many others of abilities equally splendid. He rapidly achieved fame, and won for himself such reputation as a finished and eloquent orator, e could always command as large an audience as any man in the State, and ps larger than could any other man.

ler the powerful influence of God's Holy Spirit, when at the very height of ame and popularity he abandoned the profession of law and the pursuit of s, and yielding to the chastening hand of his Heavenly Father in a deep and ffliction—the loss of an only son—he accepted with a humble and devout spirit he believed the call of God to the holy ministry. While engaged in this d service he was called by his church to the presidency of Emory College, at lton, where, without ceasing at all the functions of a gospel minister, he added n the kindred duties of a preceptor of youth and occupied this position for en years with credit, honor, and usefulness.

ed again to preside over Centenary College, in Louisiana, he remained there ve months, when finding the field one wholly unsuited to his views, he

The New American Encyclopedia, title "Longstreet."

resigned and returned to Georgia. Hardly had he reached his native State when he received the intelligence from official and private sources at once that he had been elected unanimously to the presidency of the University of Mississippi—not having been a candidate for the office. Here his career was eminently successful. Entering upon the duties of his office in September, 1849, for seven years he gave his best services to the institution, and in the unparalleled prosperity of the university reaped the truest, richest, and most gratifying reward for all his unwearying and faithful toils.

On his entrance upon the duties of his office he was met by the two difficulties to which allusion has already been made, viz: First, the bad repute of the university for order and discipline, and, second, the reputation which was unjustly given to the institution, that its tendencies were toward infidelity. The result of the second session of the university (the first of the new administration) was hardly to be considered a success in all respects, there being in attendance during the whole year only 76 students.

The people of the State, however, soon discovered that there was at the helm a master spirit, and year by year the patronage steadily increased until the number 264 was reached. Although this number was attained during the session after his resignation, I have always maintained that it was due to the wise administration of President Longstreet, which had gained for the university the confidence of the people of the State, and the impulse thus imparted to the institution continued to operate after he had left it. The resignation of this pure-minded, upright, and able college executive took effect in July, 1856, and I may take occasion, at this point of his record, to present a double estimate of him as he appears to me as a public servant and as he was known to me in the sacred retirement of private life.

(1) As a Public Servant.

His character was adorned not merely with a morality current with the world, but with the enduring yet chastened luster of Christian purity. He preserved his dignity and self-respect even when giving full flow to his excellent humor. He was vigilant without being offensive; he succeeded in impressing students with the belief that he was solicitous only for their highest interest. He was eminently selfpossessed, keeping ever full command of himself. He governed without any ostentatious display of the machinery of government. He possessed in a remarkable degree the faculty of swaying and controlling a student body during exciting scenes. This much as to his official traits. No less estimable and attractive were his characteristics.

(2) In Private Life.

Genial and cordial in his temperament, he was possessed of a deep and subtle vein of rich humor, which was irresistible in its cheerful and even mirthful influence. In his heart there was no malice or bitterness. His wit partook not in the slightest degree of sarcasm. He was charitable in his judgments, liberal in his views, and public spirited in his relations to all around him. His opinions in religion and politics were none the less decided, for all his tenderness to the creeds of others. There was no dogmatism about him, nor any timidity in expressing his views. As a preacher he was solemn, earnest, and instructive. As a writer his style was chaste and beautiful. As a man, then, "take him all in all," his character will bear the closest scrutiny, both in his public and in his private life. He was a kind husband, an affectionate father, a humane master, a considerate neighbor, a genial companion, an affable teacher, a wise counsellor, a man of faith and trust in God, enjoying to a degree that was remarkable the assurance of his acceptance with his Heavenly Father. When, on the 9th of July, 1870, he closed his long and useful life of 79 years, 9 months, and 18 days, he died in faith, and left as a legacy to his descendants a spotless reputation and the example of a transcendently noble life.

FREDERICK A. P. BARNARD, PRESIDENT AND CHANCELLOR.

ederick Augustus Porter Barnard was born in Sheffield, Berkshire ty, Mass., on the 5th of May, 1809. His father was Robert Foster ard, a lawyer, who had married a Miss Augusta Porter.

. Barnard's first instruction was received at home; afterwards at toga Springs, N. Y., and at Stockbridge, Mass. He entered Yale ge in September, 1824, pursued a classical course, and graduated 28.

lopting education for his pursuit in life, after graduation he taught few years in the preparatory school called the Hartford Grammar ol, at Hartford, Conn. He was then, for one year, a tutor in Yale ge. Then he engaged as an instructor of the deaf and dumb at ford, whence he was transferred to an institution of the same acter in New York City. While holding this position he published alytic grammar.

hen the faculty of the University of Alabama was reorganized in he was elected professor of mathematics and natural philosophy, h chair he held until 1848, when he was transferred to that of istry and natural history.

ring this period, in 1846, Governor Martin, of Alabama, appointed astronomer to a commission organized to determine the boundary een that State and Florida. His report was adopted as a basis ettling the matters in controversy by the legislatures of both s.

the year 1847 he was married to Margaret McMurray, of Ohio.

September, 1854, he was elected professor of mathematics, physics, civil engineering in the University of Mississippi, which position cepted, filling also the chair of chemistry ad interim for one year.

June, 1856, President Longstreet resigned, whereupon Dr. Barwas elected to the Presidency, and accepted it. In 1858 the style e office was changed to that of chancellor, Dr. Barnard continuing the incumbent.

ring his residence in the South Dr. Barnard wrote largely for the dical press, published many papers on topics of educational and tific interest, and delivered many public addresses. In 1858 he ared an elaborate report on the history, methods, results, and , practical and scientific, of the United States Coast Survey. In he was a member of the astronomical expedition sent to Cape llergh, in Labrador, to observe the solar eclipse. He was elected dent of the American Association for the Advancement of Science ugust of the same year, and held that office until August, 1866.

anwhile the war broke out, and when the students formed a comcalled the University Grays, for service in the Confederate Army, cellor Barnard opposed the movement on the ground that they too young. His opposition was overborne by the enthusiasm of eriod.

The college was completely dispersed by the attack on Fort Sumter and the excitement consequent thereon. Chancellor Barnard tendered his resignation, but the trustees, being hopeful of a resumption of college labors in the fall, persuaded him to withhold the resignation at least until that time.

The fall came. Only two or three students presented themselves, and the trustees consented to the chancellor's resignation. However, he was urged to perform one final service. This was to consider and to report to the legislature on the practicability and expediency of establishing a military school on the foundation of the university. With this in view, he visited the military schools of South Carolina and Virginia, and prepared and submitted to the legislature of 1861-62 a most instructive and elaborate report, which was published in the house journal of that body. Nothing came of the movement. It was Dr. Barnard's last labor for the university, and that makes it memorable there.

Dr. Barnard's intention in resigning was to go North, but he was unable to obtain permission to leave the Confederate States. Finally reaching Washington, he was for some time engaged in astronomical work under the director of the Naval Observatory. In the spring of 1863 he received an appointment as assistant in the Coast Survey, and was placed in charge of the map and chart department. In the act of Congress passed in 1863, incorporating the National Academy of Sciences, he was named as one of the original incorporators. In 1874 he was chairman of the physical section of the Academy, and from 1874 to 1880 was foreign secretary. In May, 1864, he was elected president of Columbia College, which office he held until the year 1888. In December, 1866, he was appointed one of the Government commissioners to visit and report on the universal exposition of 1867 at Paris. His contribution to the reports of that exposition forms the third volume of the series and is very elaborate. In 1878 he was appointed assistant commissioner-general to the exposition of that year, after the close of which he received the cross of an officer of the Legion of Honor from the French ministry. In 1876 he was appointed one of the board of judges of the International Centennial Exhibition at Philadelphia on instruments of precision. In 1872 he published a volume on the Metric System of Weights and Measures (third edition, enlarged, 1879). He prepared part of Field's Outlines of a Code of International Law (1872), and of Harper's First Century of the Republic (1876). During the twenty years preceding his death he contributed various papers on scientific, educational, and economic topics to public journals and to the proceedings of the various societies with which he was connected. From 1873 to 1877 he was editor-in-chief of Johnson's Cyclopædia. He received the honorary degree of Doctor of Laws from

rson College in Mississippi in 1855, and the same degree from College in 1859.[1]

died in the city of New York, April 27, 1889.

JOHN N. WADDEL, CHANCELLOR.

n Newton Waddel, D. D., LL. D., youngest son of Rev. Dr. Moses Waddel, of Carolina, was born April 2, 1812, at Willington, S. C. He prepared for the rsity of Georgia, at Athens, Ga., and graduated at that institution August 5, He joined the Presbyterian church in 1839, in Green County, Ala.; was under the care of the Presbytery of Tuscaloosa in the same year; was licensed e Presbytery of Mississippi, September 15, 1841, and was ordained by the ytery of Tombeckbee, September 23, 1843. He was first settled as preacher at t Herman, Smith County, Miss.; then at Mount Moriah, Newton County, alternating with Montrose, Miss. This continued until 1848, when, removing ford, Miss., he supplied the church there, in conjunction with Hopewell church, Oxford. Here he continued until 1857. He then supplied Lagrange church, he was associated with Dr. J. H. Gray. After acting as the agent of the of Alabama for establishing the orphan asylum at Tuskegee, Ala., he sup- Oxford church again from 1865 to 1872, partly with Hopewell church. In 1874 noved to Memphis, Tenn., and supplied as his last charge Lauderdale Street h until 1879.

Waddel's work has been largely connected with literary institutions, in all of he has won a high reputation. He taught the academy at Willington, S. C., 1830 to 1834, and taught another academy from 1841 to 1848 at Montrose, Miss. as then elected professor of ancient language in the University of Mississippi, he served until 1857. He was then called to Lagrange Synodical College as sor of ancient languages, serving as such until 1860, when he was made presi- of the same college, which office he held until the college was closed by the In 1865, called to the University of Mississippi as chancellor, he served in apacity until 1874. Resigning to accept the secretaryship of education of the ern church, he served in this office until 1879, when he accepted a call to the ellorship of the Southwestern Presbyterian University, at Clarksville, Tenn. osition he occupied until the year 1887, at which time, oppressed by the bur- gathering years, he resigned.

Waddel was moderator of the general assembly of the Southern Presbyterian h in its meeting at Baltimore in 1868. His whole ministry has been one of activity and widely extended usefulness. Blessed with a vigorous constitution ntil the last few years with fine health, he has done an unusual amount of in all his different charges. As a preacher he is always evangelical, instruc- nd attractive. He is eminently conservative in all of his doctrinal views, and regarded as a representative man of the Southern church. It is, however, educator that he has won his widest reputation. Much of his life has been in this department of work. In the instruction of youth and in the govern- of collegiate institutions he seems to have inherited the genius of his dis- shed father. Eminently wise in counsel, judicious and practical in all his ls, he has never failed to secure the respect, confidence, and affection of young all the institutions of education with which he has been connected. There bably no man in all the Southern church who could be placed before him in espect. Nor are there many in all the country who to an equal degree possess high qualities of thorough scholarship, practical wisdom, good sense, firmness, flability which make the popular and efficient college president.[2]

. Waddel has been thrice married. The first wife was Miss

mpiled from Autobiographical Sketch in archives of the University of Missis- Vol. I, Supplt. to Encyc. Brit., title, "Barnard."

sbyterian Encyclopedia, title, "Waddel."

Martha Ann Robertson, a native of Abbeville district, South Carolina. The marriage was celebrated in Greene County, Ala., on the 28th of November, 1832. This lady was the mother of all his children. She died at Oxford, Miss., October 3, 1851. His second wife was Miss Mary Ann Werden, a native of Massachusetts. They were married in Berkshire County, Mass., on the 24th of August, 1854. The lady died of consumption on April 10, 1862. The third wife was Mrs. Harriet Augusta Snedecor (née Godden), of Lexington, Miss. This lady is still living.

ALEXANDER P. STEWART, CHANCELLOR.

Alexander P. Stewart was born in Rogersville, Tenn., on the 2d of October, 1821. His father was William Stewart, of Scotch-Irish birth; his mother was German, and her maiden name was Elizabeth Decherd.

When he was 10 or 11 years of age his parents removed to Winchester, Tenn., and there he was put to school in Carrick Academy. He was appointed cadet at West Point in 1838. There he graduated in 1842, and was appointed second lieutenant in the Third Artillery. After service of one year on the coast of North Carolina, he was returned, in 1843, to the Military Academy, as an assistant to Prof. Albert E. Church, of the department of mathematics.

In 1845 Lieutenant Stewart resigned on account of impaired health. He was then chosen professor of mathematics and natural philosophy at the Cumberland University, Lebanon, Tenn. He held this position and a similar one at the Nashville University until the outbreak of the civil war.

In 1861 he was appointed by Governor Isham G. Harris as major of the artillery corps in the army organized by the State of Tennessee. During the summer of that year the army of Tennessee was transferred to the service of the Confederate States. In November, 1861, Major Stewart was appointed a brigadier-general of the Confederate Army. He was promoted to be a major-general in 1863, and a lieutenant-general in 1864.

He was at Columbus, Ky., and took part in the battle of Belmont in November, 1861. He joined the army of Gen. Albert Sidney Johnston at Corinth, Miss., in 1862, and remained with that army until the close of the war. He was at the battle of Shiloh, was in Bragg's Kentucky campaign, took part in the battles of Perryville, Murfreesboro (December, 1862), Chickamauga, and Missionary Ridge, in 1863. He took part in the Georgia campaign of 1864, under Gen. Joseph E. Johnston; in the siege of Atlanta, the campaign into Tennessee, the battle of Franklin, and the retreat, under Hood. He was with Joseph E. Johnston in North Carolina, and at the battle of Calls Farm, in 1865.

It is wholly unnecessary to characterize the military record of General Stewart. Achieving in three years the highest grade possible but one, his fame as an effective, stanch, and thoroughly reliable commander is more than national, and finds its expression on almost every page of the brilliant and terrible record of the armies of the West.

the cessation of hostilities General Stewart returned to Lebanon, ., and resuming service in Cumberland University, remained a year or two.

1874 he was elected chancellor of the University of Mississippi, h office he held until July, 1886. He then resigned, and after a sojourn in St. Louis, and another in Colorado, removed to Los les, Cal. He now (1891) resides in St. Louis, Mo.

### EDWARD MAYES, CHAIRMAN AND CHANCELLOR.

ward Mayes was born in Hinds County, Miss., on the 15th of mber, 1846. His father, Daniel Mayes, was a native of Virginia, grew to manhood in Kentucky, whence, after serving on the circuit h and in the law professorship of Transylvania University, he ved to Jackson, Miss., and engaged in the practice of law, in 1839. . Mayes, the subject of this sketch, was prepared for college by us teachers of primary and preparatory schools in Jackson. In ession of 1860–61, he attended at Bethany College, Virginia (now Virginia). Driven home by the outbreak of the civil war, he ged as a merchant's clerk until the destruction of Jackson by the ral troops in May, 1863. He then taught school as assistant to a Ray, in Carrollton, for three or four months.

April, 1864, he volunteered as a private in Company H, of the th Regiment of Mississippi Cavalry, Mabry's Brigade, in which city he served until the termination of the war.

October, 1865, he entered the freshman class of the University of issippi, graduating with the degree of A. B. in three years, having advanced one year. In 1869 he received the degree of B. L. from ame institution. In the session of 1869–70 he taught in the unity as tutor of English.

the 5th of May, 1869, he was married to Miss Frances Eliza ar, daughter of Prof. L. Q. C. Lamar, of the law department in the ersity (late Mr. Justice Lamar of the United States Supreme Court), granddaughter of Dr. A. B. Longstreet, second president of the ersity.

1871 Mr. Mayes began the practice of law at Coffeeville, Miss., n May, 1872, removed to Oxford, where he has resided ever since. July, 1877, he was elected to the law professorship in the univer- and has occupied that chair from that date until now.

August, 1888, on the reorganization of the faculty of the university the resignation of Chancellor Stewart, he was elected chairman of aculty by that body, and in June, 1889, the office of chancellor hav- been reestablished, he was elected to fill it.

was a member for the State at large of the constitutional conven- of 1890, and was chairman of the committee on bill of rights and ral provisions.

. Mayes is the writer and compiler of this history.

## Chapter X.

### THE AGRICULTURAL AND GEOLOGICAL SURVEY.

As early as the year 1838 an agricultural and geological survey of the State was agitated.

To the legislature of that year was presented a memorial from Jefferson College and the Washington Lyceum, praying for the inauguration of such a survey by the State. It was favorably reported on by a special committee, but without any further result.

Governor McNutt, in his annual message of 1839, urged the desirability of such a work, and a bill to that end was introduced by Mr. Mellen, passed the house, but failed to become a law.

Again, in his message of 1840, Governor McNutt urged the subject. Nothing came of his messages, apparently. What effect they may have had in implanting in the public mind the seeds of thought on the subject can not now be told.

In the year 1849 Dr. James B. C. Thornton, formerly a professor in Centenary College (q. v.), and then resident in Rankin County, addressed to Governor Matthews a lengthy and able letter on this subject, which is to be found in the house journal for 1840, page 31. That letter was supported by a memorial from the American Association for the Advancement of Science. These documents the governor transmitted to the legislature with his annual message, in which he urged the adoption of their suggestions, and in which he called the attention of that body to the fact that in Alabama such a survey had commenced under the patronage of the university of that State.

The legislature thereupon passed an act, approved March 5, 1850, to the following effect:

1. That the further sum of $3,000 be, and the same is hereby, semi-annually appropriated, subject to the draft of the president of the board of trustees of the University of Mississippi, to be applied by them to the purchasing of books and apparatus, and the payment of the salary of a professor and assistant professor of agricultural and geological sciences in said university: *Provided*, That one-half only of the amount of said appropriation shall be made from the revenue in the treasury and the other half shall be made out of the sale of the lands belonging to the seminary fund hereafter to be sold as provided by law.

2. That the authority which shall be required by the treasurer for the payment to the trustees shall be the warrant of the president of the board of trustees drawn in favor of any person whatsoever.

3. That at least one-half the amount herein appropriated shall be expended in making a general geological and agricultural survey of the State, under the direction of the principal professor, to be appointed under the first section of this act.

'hat the survey herein provided for shall be accompanied with proper maps iagrams and furnish full and scientific descriptions of its rocks, soil, and min- and of its botanical and geological productions, together with specimens of the which maps, diagrams, and specimens shall be deposited in the State library, milar specimens shall be deposited in the State university and such other lit- institutions in this State as the governor shall direct: *Provided*, That the sur- all be made in every county in this State.

'hat the trustees of the State University shall cause a report to be made annu- o the governor, to be by him laid before each session of the legislature, setting generally the progress made in the survey hereby required.

is act was amended on the 3d of March, 1852, in such wise as to ire a zoological collection instead of a geological one, and to pro- further that a room should be set apart in the State capital at son for the deposit and safe keeping of such specimens as might ollected during the progress of the geological survey; that the s when fitted up should be under the charge of the State geological ty (which should be authorized to employ the State librarian as :or), and should be open to the public.

e university was then, as it is now, a State institution. The act e legislature was, therefore, a command. There was and could be iestion as to acceptance of the task imposed on it.

cordingly at the next meeting of its trustees, held at Oxford in , 1850, the following action was taken: The professor of chemistry relieved of the duties of the chair of natural philosophy and astron- which he was then discharging, and required to perform the duties professor of geology and chemistry and their practical application riculture. An assistant professor of geology was provided for and ired to perform the duties assigned by the act of 1850 in making a ogical survey, and to make quarterly reports to the principal pro- r. Appropriations were made for the purchase of instruments for urvey, for books and materials for making the necessary diagrams maps, and for general expenses; and the secretary of the board ordered to correspond with scientists in order to select the tant.[1]

the July meeting, 1851, Mr. Oscar M. Lieber was elected assistant ssor. On the 14th of January, 1852, however, the board being in al session at Jackson, he resigned, having merely commenced a noissance of the State, of which no report was made.[2]

the same day, Mr. Benjamin L. C. Wailes, of Adams County, then ofessor in Jefferson College, was elected to fill the vacancy.

ofessor Wailes entered forthwith on the performance of the duties ned to him. These duties, after his appointment, were somewhat ented by the amendatory act of 1852, already noticed, whereby a m the capitol was set apart and placed under his charge, for the r preservation of the collections in natural history, which, as the geologist, he was required to make.

[1] Minutes of board, vol. 1, pp. 127, 128, 135.

[2] Ibid., pp. 176, 179; Wailes's Agriculture and Geology of Mississippi, p. xiii.

In the prosecution of his work a considerable portion of the State was soon traversed, with a view of gaining such general knowledge of its character as would best guide and direct the subsequent more detailed and minute examination.

More than 7,000 miles were traveled by him during the years 1852 and 1853. He made collections amounting to several thousand specimens. The character, peculiarities, and productions of the different sections visited were observed and noted.[1]

While Assistant Professor Wailes was engaged in this work, on the 13th of July, 1853, Dr. Millington, his principal professor, resigned. This event, occurring at a period so nearly approaching to that at which a report of the progress of the survey was required to be made to the legislature, devolved on Professor Wailes the duty of making the report.[2] This additional burden, unexpected though it was, proved most fortunate for the reputation of the professor.

His report was laid before the board of trustees at their special meeting in Jackson, on the 9th of January, 1854. The board transmitted it to the governor, who sent it to the legislature, then in session, accompanied by a message recommending that it be printed.

Thereupon was passed the act of March 1, 1854. This statute provides as follows:

1. That 2,000 copies of the report of Prof. B. L. C. Wailes, State geologist, be printed, under his supervision, in quarto form, and in such manner and with such illustrations and plates therein given as his excellency the governor shall deem appropriate and necessary for its illustration. * * *

2. That for the further and more efficient prosecution of the survey, analyses of the marls, soils, mineral waters, and the chief agricultural productions of the State shall be made at the University of Mississippi, as the trustees may designate; and the State geologist may, from time to time, furnish such marls, soils, and waters as may be required for analyses, and shall receive in return from the chemist full and precise reports of all analyses which may be made; and specimens of the marls and soils shall be preserved in convenient glass bottles in the State cabinet and in the cabinet of the university, properly labeled with the chemical character of the substance and the locality from which the same was obtained.

3. That the said geologist shall make collections of specimens to illustrate the mineral character and paleontology of the State, in addition to the zoological productions which by law he is now required to collect, and to cause them to be suitably arranged and preserved in the State cabinet and that of the university; and any duplicates that remain may be distributed by him among such of the incorporated colleges as may apply for them.

4. That the sum, not to exceed $2,500, be appropriated out of any money in the treasury, to be drawn upon the requisition of the governor, for the purpose of carrying into effect the provisions of this act.[3]

The admirable report of Professor Wailes deserves the highest praise. It is divided into six principal titles, viz: An historical outline, land titles, agriculture, geology, fauna, and flora. It is accompanied and

[1] Wailes's Agriculture and Geology of Mississippi, p. xiii.

[2] Ibid., p. xv; Minutes of the board, p 202.

[3] Wailes's report, pp. 360–362.

rated by numerous colored engravings. For a fuller explanation ollowing extracts are made from the introduction:

" Of the plan of this report it will be seen that with the sanction of ved precedents it has been considered that a short preliminary sketch of the ery and early history of the country, not hitherto separately written, would out of place. " " " As a subject of interest to the landed proprietors of ate the chapter on land titles was considered as germane to the subject and sd to the short space which it occupies.

attempt has been made to give a view of the early agriculture of the country, d mainly from the accounts received from many of our older inhabitants, with I have conferred, aided by my own recollections. In the details given of the ent agricultural productions, the mode of cultivation, and the machinery for ring these, I have been similarly aided. " " " The tables of agricultural ther statistics have been prepared from the best sources, and will form matter nvenient and useful reference.

his stage of the survey, and in the first, and as it may be termed preliminary , the notice of the geology and other departments of natural history will arily present a mere outline, and can not assume that form and shape which properly be given them in a final report. Such an arrangement has been sd, however, as far as these subjects are embraced, as will, it is believed, give a ably comprehensive and familiar view of those departments of the report.

the fauna and flora of the State, in the notice that has been taken of them, my observations have been directed by the best available authorities, and in the r department, among others, the works of De Kay and of Audubon and Bachmong the most recent published and, by inference, the most complete and cerhave been consulted. The aid of distinguished naturalists also has been lly afforded, and I have to acknowledge my indebtedness and express my s to Professors Agassiz and Baird, and to Mr. Conrad, for their contributions to epartment of the report. The catalogues furnished by them, although not so ete or perfect as they will hereafter be made, have the stamp of authenticity ccuracy to recommend them. I should be remiss were I to omit to acknowlthe obligations I am also under to Dr. Leidy and Mr. Cassin, of the Academy tural Sciences, of Philadelphia.

to the illustrations which accompany the report, the limited means appro-d to the survey, and the dearth of artistic skill available in this quarter, have me dependent upon the early, imperfect, and self-taught attainment of drawand which, having been almost wholly unpracticed for nearly thirty years, an apology necessary for their rude and unsatisfactory execution.

making the collections required, the cases in the State cabinet attest that a able progress has been made with the means appropriated to this object, and d of a thousand duplicates have been deposited in the university at Oxford cabinet.

anwhile, at their January meeting, 1854, the board of trustees established a chair of agricultural and geological science, independof the chair of chemistry. It was made the duty of the professor rect and superintend the survey; to analyze soils, marls, mineral r, and such other mineral substances as might be proper to be zed for the benefit of the State or of its citizens; to lecture the ents on natural history, and to enter the field with the assistant ssor for active work whenever his duties at the university should it.

the same day Lewis Harper, LL. D., a native of Hamburg, Ger-, then teaching near Greenville, Ala., was unanimously elected to

the professorship.[1] Mr. John D. Easter was appointed assistant. He served only until July, 1855, when he resigned, and was succeeded by Eugene W. Hilgard, Ph. D. (Heidelberg), who subsequently became State geologist. Professor Wailes, in the meanwhile, was absent from the State superintending the publication of his report. There was some question as to whether the act of 1854 making provision for that work did not by implication sever his relation with the survey and the university by the demands of the new duty, but in 1856 that proposition was settled, by resolution of the board, in the negative.[2]

Professor Harper's report, in an incomplete condition, was laid before the board of trustees on the 16th of January, 1856. It was determined to deliver it into the hands of the governor, according to law.[3] The governor, in turn, sent it to the legislature on the 6th of February, accompanied by a special message, in which he said:

> The report of Professor Harper herewith submitted contains much valuable information, shows a high degree of scientific attainment on his part, and gives evidence that when the work is completed it will be one of great value to the public. The present report is only preliminary and partial, and is not designed at this time for publication, but to be embodied and published in the general report when completed.[4]

For the reason, presumably, that the report was incomplete, nothing was done about it by that legislature.

On the 19th of August, 1856, the board of trustees requested Professor Harper to make out and hand over to the board his report of the survey, as far as the same had progressed, by the first Monday of December following, at "which time his connection with the survey and with the university shall cease." This removal seems to have been caused by a personal difference between the professor and the president of the university.[5]

The report, when completed, was laid before the legislature of 1856–57; there was a reference to a committee and a favorable report by that body.

Thereupon was passed the act of the 31st of January, 1857, which provided for the publication of 5,000 copies of the report under the direction of the governor. This was done during the year.

The outline of the report is as follows:

There is, first, a geographical description of the State. Then follows a geological geography of the State. The professor then treats in great detail the Carboniferous formation, the Cretaceous formation, the Tertiary formations, and the Quarternary formations. Each of these principal topics is considered from the threefold point of view; of a lithological and palæontological description, of its national economy or materials for manufactures, and of its agriculture. Numerous notes

[1] Minutes of the Board, Vol. I, pp. 209, 210.
[2] Ibid, pp. 240, 244.
[3] Ibid., p. 256.
[4] House Journal, 1856.
[5] Minutes of the Board, p. 319.

miscellaneous character are appended: On the origin of the Mis-
ɔpi River, mines in Mississippi, kaolin, terra cotta, coprolites,
factions, artesian wells, rust in cotton, etc. It is, however, a crude
insatisfactory work; evidently prepared by a man who was beyond
epth.

anwhile, at the January meeting, 1856, of the board of trustees,
y important question had been raised as to the relations between
urvey and the university, and a committee had been appointed to
re into the expediency of disconnecting the two. The committee
'ted as follows:

ler our present law and according to the existing system we have a principal
sistant professor of agricultural and geological sciences.

fund appropriated by the State being wholly inadequate to pay the salaries
se two professors and keep them in the field, the trustees of the university
d a principal professor whose salary was paid partly out of the money appro-
d by the State for the survey and partly out of the university funds. He
e, of course, a professor in the university and was assigned his appropriate
.

assistant professor was selected with the approbation of the chief professor
ept in the field under his direction. That system did not work satisfactorily,
s we found we were necessarily compelled to rely on the assistant instead of
incipal for the geological report of the State.

became imperative, therefore, to send the principal professor into the field.
paid by the State and by the university, each of course claim his services, so
the professor is part of his time in the field, which takes him away from the
e, and part of his time in the lecture room, which necessarily arrests the
r.

duties of the geologist in the open field and in the lecture room are quite
rt, and in our opinion ought not to be imposed on the same man. If our State
a geological survey made in any reasonable time it must make an adequate
priation, select men to take the field, responsible directly to the State and its
s, and leave the university and its trustees to direct their entire attention to
bject of education; and in pursuance of this view we recommend the adoption
following resolution:

*olved*, That in the opinion of this board it is inexpedient longer to continue
ological survey of the State under the direction of the trustees of the Univer-
f Mississippi.[1]

r the reasons assigned, the act of January 31, 1857, was so framed
besides providing for the publication of Harper's Report, as related,
ovided also—

rst. That the act of 1850, so far as it in any way connected the sur-
with the university, be repealed.

cond. That the survey should be prosecuted to its completion by a
geologist, to be appointed by the governor.

ird. That the State geologist should keep his office in the city of
on.

urth. That appropriation be made for the purchase of necessary
ratus.

th. That the State geologist enter on the duties of his office on the
Monday in March, 1857.

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[1] Minutes of the board, pp. 259-260.

It has been claimed that this severance between the survey and the university—which, as just shown, was a change of front on the part of the legislature—was the result of the strenuous efforts of Professor Harper, who in the meanwhile had been discharged from the university, as stated above.

Proceeding under this statute, the governor appointed ex-Professor Harper to the office of State geologist. He took possession of that office in March, 1857, resigning in October following.

In 1858 he was succeeded by Prof. E. W. Hilgard. This gentleman, after serving about one year as assistant professor, had relinquished the situation and in 1856 taken work at the Smithsonian Institution. Returning promptly on his appointment, he entered at once on the duties of his office. Probably we have not had in the State a man more accomplished than Dr. Hilgard.

Under an authority given by the governor, and by permission of the trustees, Dr. Hilgard promptly transferred all the apparatus and the laboratory of the survey from Jackson, where Dr. Harper had it, to a front room in the main building of the university, and thus the survey was again practically, though not officially, restored to its original connection with that institution. Without this restoration the work could not have been successfully conducted under the meager appropriation of the act of 1857.

Dr. Hilgard at once took the field. In passing through the State he found that the survey had become extremely unpopular. This resulted from dissatisfaction with Professor Harper's work and report, and so intense was the feeling that he often found it difficult to obtain information or even civil answers to inquiries. Feeling that if something were not done to retrieve the situation the coming legislature would probably discontinue the work, Dr. Hilgard, after consultation with Governor McWillie, wrote a short "Report on the condition of the geological and agricultural survey of the State of Mississippi," of 22 pages octavo, which was printed by executive order and circulated prior to the meeting of the legislature of 1858–59. This report discussed, first, the need of the survey and its advantages; second, the causes of the slow and unsatisfactory progress lately made; third, the similar work in other States, and closed with a recommendation for the repeal of the law locating the office of the survey in Jackson and for the restoration of the office of assistant geologist, with a more reasonable compensation.

There was a stormy scene in the legislature. Those members who had been instrumental in passing the act of 1857 were sore, and especially eager to have the survey wiped out. A special investigating committee was appointed. Without giving Dr. Hilgard a hearing it reported a bill to abolish the survey. In presenting the report the chairman of the committee inveighed fiercely against the alleged insolence exhibited in Dr. Hilgard's report and "his attempt to coerce the legislature by forestalling public opinion." The report of the committee would probably have been adopted but for Dr. Hilgard's persistence

:uring a personal interview with the chairman, at which a better rstanding was reached. After this the bill to abolish was not l up, and the legislature adjourned without any action.[1]

an act of the legislature, approved February 8, 1860, the collec- in natural history made previous to 1855 by Professor Wailes and sited in the room of the capitol devoted to that purpose was trans- l to Jefferson College and placed in the cabinet of that institution se by the professors and students.

. Hilgard's official report was made to the legislature of 1859–60. e following is an outline of Dr. Hilgard's report. The work is ed into two general heads and several subordinate titles:

E GEOLOGICAL FEATURES OF THE STATE:

a. The Orange sand formation.
b. The Carboniferous formation.
c. The Cretaceous formation.
    (1) The Eutaw group.
    (2) The Tombigbee sand group.
    (3) The Rotten limestone group.
    (4) The Ripley group.
d. The Tertiary formations.
    (1) The Northern lignitic.
    (2) The Claiborne group.
    (3) The Jackson group.
    (4) The Vicksburg group.
    (5) The Grand Gulf group.
e. The Quaternary formations.

IE AGRICULTURAL REPORT FOR THE STATE:

a. The principles of rational agriculture.
b. The principles of agricultural chemistry.
c. The agricultural features of the State.
    (1) The Northeastern prairie region.
    (2) The Flatwoods region.
    (3) The Yellow loam region.
    (4) The Northern river counties.
    (5) The Southern river counties.
    (6) The Central prairie region.
    (7) The Longleaf pine region.
    (8) The Seacoast counties.

e zealous and scientific labors of Dr. Hilgard rehabilitated the ey, and by an act of this legislature, approved February 10, 1860, s provided that an assistant State geologist should be appointed ie governor; that the sum of $545 be appropriated to meet the nse of fitting up a chemical laboratory for making analyses in the ecution of the survey; that 5,000 copies of Dr. Hilgard's report iblished under the direction of the governor, with such diagrams naps as he might deem necessary for its illustration; and, finally, the State geologist might, at his election, keep his office at or near tate University, and remove thither his collections and laboratory.[2]

· MS. of Dr. E. W. Hilgard.

[1] Laws of 1859–60, p. 475.

Dr. Hilgard immediately took advantage of this last provision, and thenceforward the university was his official as well as his actual headquarters so long as he remained in Mississippi.

The report was printed in Jackson by the State printer, but was sent to St. Louis for binding. Pending that work the civil war broke out. The binder kept it safely through the war, however, and in 1867 it was distributed by order of the legislature.[1]

Of course the war was a serious interruption. By an act passed at the special session of August, 1861, the appropriations made for the purpose of carrying on the survey and all laws authorizing the survey were suspended until twelve months after the close of the war, except $1,200 per annum to be continued for the salary of the geologist and for the purchase of chemicals, etc., for the making of the analyses of soils.

Shortly after the passage of the last-named act, and during a portion of the winter of 1861–62, the chemical labors (analyses of soils, etc.), which had until then progressed as usual, were suspended in order to complete the arrangement, labeling, and cataloguing of the collection, now consisting of about 3,000 specimens, among which were about 400 soils and marls representing the agricultural resources of the State outside of the Mississippi bottom, not yet explored. To the respectable aspect of the collection so arranged their preservation during the subsequent Federal occupation was chiefly owing. When the Confederate army retreated from Abbeville, in 1862, Dr. Hilgard remained at Oxford in order, if possible, to prevent the wanton destruction of the collection belonging to the State. It was in one of the dormitory buildings, apart from the university collection. The doctor obtained from the Federal provost-marshal an order protecting the collections, laboratory, etc., but it was only by unceasing personal vigilance that he could prevent serious injury to both. The university buildings were occupied as a Federal hospital, and the State collection was ordered to be removed to make room for the sick. Dr. Hilgard, however, so far succeeded in interesting the post surgeon in its preservation that a detail of carpenters was furnished him, by whose assistance the collection was removed to the observatory building, to which the shelves also had been removed. On the whole, very little damage was done.[2]

The collection in the capitol at Jackson was not so fortunate. There the shelves and cases seemed to have been swept with the butts of muskets, and the floor was strewn with broken specimens and shattered jars.

Dr. Hilgard remained in the office of State geologist during the war, directing, as far as possible, the efforts to make salt and saltpeter out of such material as the State afforded, and completing the analyses of soils collected in the progress of the survey.

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[1] House Journal of 1862–63, p. 92; Laws of 1866–67, p. 497.

[2] Hilgard's report to legislature, House Journal, 1862–63, Appendix, pp. 89–91.

ıen the war terminated, and the "twelve months thereafter," fixed e act of 1860, had expired, the survey revived ipso facto, and on asis of that act. But while that year was passing the university been reorganized, and on the 25th of October, 1865, the trustees, ad of electing a professor of chemistry, geology, and mineralogy, sted Dr. Hilgard to discharge the duties of that chair ad interim, his he did.

July, 1866, Dr. George Little, formerly professor of natural sciences akland College, was appointed assistant geologist, and shortly after took the field for a detailed exploration of the loess region, Rodney to its farthest point in Louisiana.

October, 1866, Dr. Hilgard accepted the chair of chemistry in the ersity, and resigned the office of State geologist. Dr. Little was inted to succeed him. At the same time the trustees requested Little, as State geologist, to lecture the students on geology and ulture at such times as he should not be engaged in the field work e survey. To this request the doctor acceded, and for several lectured on those subjects.

e assistant geologist at this period was Dr. Emanuel Tillman, who 'ollowed by Col. George M. Edgar, now president of the Arkansas strial University.

the autumn of 1867 Dr. Little made a personal reexploration of ection of Tertiary strata afforded by the Chickasawhay River, een Enterprise and Winchester. No field work was done in the 1868. In November of that year, however, the office of assistant gist was most fortunately conferred on Dr. Eugene A. Smith, of ama (and now State geologist of that State), who had then just ned from his studies in Europe.

. Smith's first important work was in the Yazoo bottom, and in the 1869 he traversed it, zigzagging from the river to the bluff, from Vicksburg to the river's head near Memphis. A report of this rtant exploration was made by him at the Indianapolis meeting of merican Association for the Advancement of Science, and was pub- l in the volume of proceedings for 1871 (p. 252). The outcome of bservations is that "the true river deposits of any considerable ness are mostly confined to narrow strips of land lying on both of the Mississippi, and of the bayous and creeks, and of ancient nels since filled up, while a large proportion of the superficial area bottom, including some of the most fertile lands, is derived from of older formation, into which these beds have been excavated."

October, 1870, Dr. Little was called to the chair of geology and al history in the university, and resigned his office of State geolo- when Dr. Hilgard, in order to prevent the survey from either being ntinued or committed to wrong hands, again assumed that office, g it, however, without severing his relation with the university, without compensation, and with a distinct understanding that he o be under no obligation to take the field in person.

Through these changes Dr. Smith continued his active work. At the end of May, 1871, he undertook to trace across the State the "Silicious Claiborne" belt. His route lay from Leake County, southeasterly, to the Alabama line, along the northern contact of the problematic "red hills" and yellow sandstones with the lignitic formation; thence westward in the more southerly portion of the belt to the border of the Yazoo Bottom. In this trip he traced the connection and established the equivalence of the ferruginous formation as a local feature with the sandstones of Neshoba and Newton counties, and again the undoubted connection of these with the characteristic burstones of Lauderdale. The stratigraphical relation of these beds to those of the Jackson group were then traced by him down the edge of the bluff to Yazoo City, forming the third complete section across the Eocene, observed in Mississippi.

In September, 1871, Dr. Smith resigned his office, accepting the chair of geology and mineralogy in the University of Alabama. His successor in office was Mr. R. H. Loughridge, of Texas, who had for some time previously acted as Dr. Hilgard's assistant in the department of chemistry.

Mr. Loughridge prosecuted the chemical work of the survey during a part of the year 1872, and Dr. Hilgard was preparing another report covering the work done since the report of 1860, when by a ruling of the then auditor of public accounts the survey appropriation was withheld; and thus in the autumn of 1872 the work was peremptorily stopped.

That work has never been revived since, although the act of 1860 has never been legally rescinded. The last enactment on the subject to be found in the statutes of the State is that of the 20th of March, 1873, which makes the State geologist ex officio professor of the agriculture and geology of the State, in the State University.

In June, 1873, Dr. Hilgard resigned his chair in the university to accept one in the University of Michigan. Dr. Loughridge continued in charge as assistant until October, 1874, when he also resigned to accept the position of geologist to the newly organized department of agriculture in Georgia. Thus passed off the scene the last of the active workers in the survey.

In the year 1875 the State geologist and the survey disappeared—passed out of sight. They seem not to have been formally and openly discontinued, but to have been subjected to a sort of legislative lettre de cachet. For quite a number of years the State expenditures had been provided for by appropriations of the most general nature—in lump sums; for instance, in 1871, the sum of $600,000 "to defray the expenses of the several departments of the State government." The State officers would distribute these sums as the statutes elsewhere found authorized. In 1875, however, an entirely new policy was adopted. The appropriation bill itemizes all the disbursements, and in the list was not included any estimate for the salary of the geologist or

xpenses of the survey. The one and the other seem thereby to been most effectually "frozen out." At all events, they disappeared. conclusion, however, it may well be said that the work was ed. The geological features of Mississippi are not varied or nu- us. The labors of the survey were pressed sufficiently far to each nearer to completion than in any other Southern State, except ama; and certainly are as full as will ever be needed for any prac use. That work was, at the time of the survey's extinction, very further advanced than is shown by the publications. Several of active labor remain unpublished, except so far as it has been ded by Dr. Hilgard in a monograph on Mississippi in volume 5 Census Report of 1880.

fact, Dr. Hilgard's work in connection with this survey has given tion to his life, and (with that in Louisiana) has formed the basis his subsequent labors, both in geological and in agricultural sci- In the matter of agricultural investigation, his Mississippi experi- led him to conclusions still combated by many in regard to the ions of soil ingredients and the practical value of chemical and anical analyses of soils. He has, however, seen no reason to ct anything of what he then maintained. On the contrary, he s to have found confirmation and encouragement in his later rches.[1]

nally, it remains to say that no instrumental topographical work ever done in connection with the survey, partly because the law no provision for it, and partly because the continually recurring nt barometric changes during the working season render the use e aneroid, so useful elsewhere, very unsatisfactory where rapid is to be done by a single person. The railroad levelings then able were fully used, and were omitted from the report of 1860 ly from considerations of brevity and economy.

## PROF. E. W. HILGARD.

a gentleman, well known to the scientific world and to farmers as the director California Experiment Station, was born in Zweibrücken, Rhenish Bavaria, ry 5, 1833, of distinguished parents. The elder Hilgard, becoming dissatisfied the Government, resigned the chief-justiceship of the court of appeals and ated to America, settling on a farm near Belleville, Ill., where the subject of ketch had a thorough schooling in all the details of agriculture, and where he ed a superior education from his father. When 16 years old he went to Europe, tudied at Heidelberg, Zurich, and at the Academy of Mines at Freiberg in taking the degree of doctor of philosophy at Heidelberg in 1853, at the age After two years in Spain and Portugal, he returned to America in 1855, to harge of the chemical laboratory of the Smithsonian Institution, and lectured istry at the National Medical College.

1858 he was appointed chief geologist to Mississippi, having, however, been ted with the geological survey for some years previously. As State geologist rk was vigorously pushed forward, and in 1860 was printed his Report on the

[1] Letter of Dr. Hilgard, December 13, 1888.

Geology and Agriculture of Mississippi, though not actually published until after the war. No other State report contains so much original matter, presented in such a clear and orderly manner, as this. Up to the time of publication of this report, the whole subject of the Cretaceous and Tertiary of the Gulf States and of their soils was, with the exception of the information contained in the two reports of Tuomey on Alabama, practically in darkness. In the light of Hilgard's Mississippi report, the study of the Cretaceous and Tertiary formations of the other Gulf States becomes a comparatively easy task.

In 1860 he made a second trip to Spain and married at Madrid the daughter of Col. Manuel Bello, of the Spanish army. During the war Professor Hilgard was mainly assigned to the duty of preserving the collections at the University of Mississippi at Oxford. Continuing also the office work of the survey so far as his connection with the Confederate "niter bureau" permitted, he took a prominent part in scientific matters connected with the Confederate army, and at the close of the war resigned as geologist to become professor of chemistry in the Mississippi University.

His interest in geology did not cease with his becoming professor of chemistry, and many of his most important contributions to the science of geology were made during the period from 1865 to 1873. We need mention only his papers on the Quaternary Formations of the Gulf Region; his Geological Reconnoissance of Louisiana; his articles on the Mississippi River, and its Delta and Mudlumps; his Geological History of the Gulf of Mexico, all of which are authorities on the subjects of which they treat. In the Mississippi report the soils of the State are, for the first time, adequately treated, and this was the beginning of a long line of study and investigation of the chemical and physical properties of soils, continued up to the present time and still in progress. Some of the results of these investigations have been published from time to time, such as: Soil Analyses and their Utility; Objects and Interpretation of Soil Analyses; Silt Analyses of Soils and Clays; Silt Analyses of Mississippi Soils; Flocculation of Particles.

These titles will show that the position of the author in regard especially to the utility of chemical analyses of soils, first taken in his Mississippi report, has been consistently maintained through all these years. When the Mississippi report was published, with the exception of Dr. Peter, of Kentucky, Dr. Hilgard was about the only scientific man in the United States who held that it was possible to form any reliable estimate of the fertility of a soil from its chemical analysis. In the works above quoted, and particularly in the great work done by him for the Tenth Census, on cotton culture in the United States, the author has demonstrated that the chemical and physical analyses of our virgin soils properly interpreted, together with accurate observations of the timber growth, and other characters of these soils in their natural condition, furnish the data from which it is perfectly feasible to ascertain both their agricultural value and their proper treatment in cultivation. Hence he is a warm advocate for agricultural surveys, for the benefit of farmers, and is constantly urging upon the General Government to give proper attention to the bearings of geology upon agriculture, and to study the soils in their natural conditions while it is still possible to do so.

One of the results of this long and laborious series of investigations has been to carry conviction to the minds of a number of the scientific men of the country, and at the present time Hilgard has a strong support both in this country and in Europe, where his work is well known and as much appreciated as it is here.

An ingenious worker and an expert glass blower, he constructed himself much of the apparatus used by him in his lectures and in his soil investigations. His apparatus for the mechanical analysis of soils is the best of its kind, and appears to have overcome the difficulties which previously made such analyses valueless. It is largely used in Germany where that class of careful and thorough-going investigations is more frequently carried on than here.

› Dr. Hilgard was in charge of the chemical department of the University of ppi, laboratory work was first introduced as part of the course of instruction istry. This course, though for a long time entirely optional, was taken by a of students, some of whom have since risen to distinction, and have spread hings of Hilgard into other States.

ology, Hilgard was a close and accurate observer, and the sagacity with which preted all the facts coming under his observation and appreciated their bear- on the geological history of the gulf region can be fully understood only by o has himself studied the same territory.

73 he accepted the chair of geology and natural history at the University of an, but the climate proving too severe for his health, he accepted the pro- ip of agricultural chemistry at the University of California, and in the spring moved with his family to Berkeley, Cal., where he has since resided.

f Professor Hilgard's greatest works was his report on the cotton production Inited States for the Tenth Census, in which undertaking he was given full s. With the aid of the State geologists and other qualified men of the cotton his report embraces not only the results and discussions of the census returns, › descriptions of the physical and agricultural features of each of the fifteen concerned. These volumes exemplify the plan according to which he would e whole country described for the benefit of the agricultural population.

ssor Hilgard has been a frequent contributor to the scientific and agricultural As may be inferred, he is a man of the people as well as of science, and is an igable worker.

vritings of Professor Hilgard are characterized by great force and clearness ession and a sprightliness of style that make them all pleasant reading. As a ondent, whether on scientific or personal matters, his bright fancies and touches of fun make him the peer of Thackeray.

aversation, he is bright, animated, and sympathetic, with a quickness of appre- that puts him in possession of your meaning almost before it is expressed in

ssor Hilgard is a member of the National Academy of Sciences and of other le bodies. In 1884 the degree of LL. D. was conferred upon him by the sity of Mississippi. The same was received by him from Columbia College on asion of the celebration of the centennial anniversary of that institution in Subsequently, in the same year, the same honor was conferred upon him by iversity of Michigan, at the celebration of its semicentennial anniversary.[1]

[1] Sketch by Professor Smith, State geologist, Alabama.

AGRICULTURAL AND MECHANICAL COLLEGE.

# Chapter XI.

## THE AGRICULTURAL AND MECHANICAL COLLEGE.

Post-office, "Agricultural College, Miss."

### THE AGRICULTURAL LAND-SCRIP FUND.

This fund, prominent in the history of several of the State institutions, is a donation of the United States Government.

On the 2d of July, 1862, was approved an act of Congress entitled "An act donating public lands to the several States and Territories which may provide colleges for the benefit of agriculture and the mechanic arts." It gave to each State an amount of land equal to 30,000 acres for each Senator and Representative in Congress to which it was entitled under the census of 1860. The proceeds of the donation were directed to be "invested in stocks of the United States or of the States, or of some other safe stocks, yielding not less than 5 per cent interest; and shall constitute a perpetual fund, the capital of which shall remain forever undiminished; and the interest from which shall be inviolably appropriated to the endowment, maintenance, and support of at least one college, where the leading object shall be, without excluding other scientific and classical studies or military tactics, to teach such branches of learning as are related to agriculture and the mechanic arts, in such manner as the legislatures of the States may respectively prescribe, in order to promote the liberal and practical education of the industrial classes in the several pursuits and professions of life."

By a joint resolution of the Mississippi legislature, approved October 30, 1866, this offered donation was accepted by the State on the terms and conditions prescribed, and the governor was requested to take the steps necessary to secure the same. On January 24, 1867, in his message to the legislature then in session, Governor Humphreys says:

> On the 24th of November, 1866, I addressed a letter to the Commissioner of the General Land Office at Washington City, informing him of the acceptance by the legislature of Mississippi of the terms of the grant of land by Congress for the establishment of an agricultural and mechanical college, and requested to be informed if any further legislation was needed to secure the scrip. I have received no reply to this communication. I understand, however, that the Federal Government has suspended further issuance of the scrip to any of the Southern States.[1]

The grant was refused to the State on the plea that the time within which application should have been made had elapsed. In April, 1871,

[1] Senate Journal, 1866, Appendix, p. 95.

ıor Alcorn visited Washington, in order to bring the subject more
y before the honorable the Secretary of the Interior. The Secre-
ggested action by the legislature; that being made satisfactory,
ıght he would issue the scrip. Governor Alcorn then returned to
n and recommended the act which was approved May 13, 1871.[1]
substance of the act is this:

ıe governor was authorized to receive the scrip and receipt for
, by the consent of the lieutenant-governor, secretary of state,
torney-general, or a majority of them, to sell the scrip for cash
inimum of 60 cents on the dollar, and to invest the proceeds in
of the United States or of the State, bearing not less than 5 per
terest.

ıese bonds should be a perpetual fund, whose principal shall
forever undiminished, save so far as authorized by the act of
ss.

ıat the bonds should be placed in the State treasury for safe-
g, two-fifths to the credit of the University of Mississippi and
ıfths to the credit of a university to be dedicated to the education
ths of color, and the interest therefrom be paid to the two uni-
es in the proportions specified, on condition that they shall each
sh, and apply the said interest to the maintenance of, a college
culture and the mechanic arts, including a machine shop, model
chemical laboratory, and a chair of agricultural chemistry.[2]

he same day Alcorn College was incorporated for the education
red youth, and section 9 of its charter vested in it the ownership
three-fifths of the fund, as above stated.[3]

disposition of the proceeds of the scrip seems to have been satis-
to the Secretary. Says Governor Alcorn further: "On account
y at the office of the Secretary of the Interior at Washington,
ip was not ready for delivery until the 21st of September follow-
which time I received at the office of the Secretary of the Interior
ieces of scrip, amounting to 209,920 acres.[4]

uly, 1871, the scrip was sold at 90 cents per acre. The purchaser
installments, and by the 1st of January, 1874, the entire amount,
28, had been paid. This amount had been invested in State
and deposited in the treasury: To the credit of the University
ssissippi, $95,000 thereof were assigned; to that of Alcorn
sity, $123,150.

fortunate purchase of State warrants in 1874, at a discount, with
ocesds of bonds which had matured and been paid, followed by
change of the warrants for other State bonds, the fund was
sed to $227,150.

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[1] Governor Alcorn to Governor Powers, House Journal, 1872, p. 303.
[2] Laws of 1871, p. 704.
[3] Ibid., pp. 716-720.
[4] Governor Alcorn to Governor Powers, supra.

Up to January 1, 1875, the interest on the bonds was paid in the proportion of three-fifths to the Alcorn University, and two-fifths to the University of Mississippi; but the general appropriation bill of that year required the interest to be thereafter divided between the two institutions equally, which was done.

Meanwhile the whole fund had been in the utmost peril. There was no Planters' Bank this time to devour every charitable fund in the land; but there was a railroad in nubibus equally seductive and dangerous.

On the 18th of April, 1873, was approved "An act to aid in the construction of the Vicksburg and Nashville Railroad." The substance of it was that this fund, with another, should be exclusively devoted to the construction of that railroad, to be paid over at the rate of $8,000 per mile for each completed mile on the receipt of the company's obligation therefor, bearing 8 per cent interest, secured by a deposit of the company's first-mortgage bonds of equal amount.

The issuance of the funds to that company under the act was enjoined, but the injunction was finally dissolved by the supreme court, on the idea that it was for the State to determine the question of the propriety of the investments thereof as well as the safety of them; and the legislative decision on those points was final.

But in the act itself there was a saving clause. It provided that if at any time the legislature should deem the securities of the company insufficient the company might be compelled to give such additional securities as might be demanded.

The injunction had served to delay the matter, at all events. The foregoing decision was rendered at the October term, 1875. Legal remedies having failed, some other recourse had to be resorted to in order to save this great interest. Accordingly, in his annual message, of date 4th of January, 1876, Governor Ames says to the legislature: "I also recommend the repeal of so much of an act entitled 'An act to aid in the construction of the Vicksburg and Nashville Railroad,' approved April 18, 1873, as surrenders to the Vicksburg and Nashville Railroad Company, under certain conditions, trust funds known as the 3 per cent and the agricultural land scrip, which amount to some $320,000." The governor then sets forth at considerable length the reasons for that recommendation.

Pursuant to this suggestion an act to secure the funds was passed and approved April 1, 1876. It declared the securities offered by the company insufficient (here came in the saving clause), and directed that before any of said funds should be delivered to the company it should deposit, as additional collateral, State bonds to an amount equal to the sum demanded; that if the company should fail to comply, within sixty days from the passage of the act, with the foregoing provisions, so far as related to the amount due on the completion of the first 5 miles of the road, none of the funds should ever be paid over to it; that if the company failed to comply with the foregoing requirements all the bonds

warrants belonging to the fund should be canceled, as paid, and tate debited with their amount on the treasurer's books.[1]
edless to say that the company never complied with the conditions e act, and the fund was saved. That was a foregone conclusion.

E AGRICULTURAL AND MECHANICAL COLLEGE ESTABLISHED.

the 28th of February, 1878, was passed and approved "An act to lish and organize agricultural and mechanical colleges, and to ate the government of the same." Its main provisions were:
To reorganize Alcorn University into an agricultural college, under ame of "The Alcorn Agricultural and Mechanical College of the of Mississippi."
To establish an agricultural college for the education of the white of the State, to be known as "The Agricultural and Mechanical ge of the State of Mississippi."
To set apart for the use of the two colleges, in equal proportions, nterest of the agricultural land scrip fund, thereby excluding the ersity of Mississippi from any further participation in that fund.
e principal provisions of the charter are, so far as they relate to nstitution, as follows:

t. The board of trustees are granted all the power that is necessary and r for the accomplishment of the trust reposed in them, viz, the establishment naintenance of a first-class institution, at which the youth of the State of sippi may acquire a common-school education and a scientific and practical ledge of agriculture, horticulture, and the mechanic arts; also of the proper h and care of stock, without, however, excluding other scientific and classical s, including military tactics. They are also authorized to regulate the course dy, rates of tuition, management of the experimental farm, the manner of ming labor, and the kind of labor to be performed by the students, together the course of discipline necessary to enforce the faithful discharge of the of all officers, professors, and students.
nd. They are further required, immediately after their organization, to pro- pro ure, by purchase or donation, a site for the location of the said Agricultural lechanical College, with an experimental farm thereto attached of not less 0 acres of land. In the selection of the said site and experimental farm the es shall look to the convenience of the people of every section of the State, oximity of the proposed site to other public institutions supported in whole part by the State, with a view to giving the preference to localities least d heretofore, and also the facilities for going to and from said college, the tages and disadvantages of the different sites proposed, and shall locate the at the place where most advantages are offered.

der this requirement the institution was located at Starkville, in obeha County, the citizens of that town contributing to it the of $9,000.
e half of the fund secured to this institution by the charter was 575. Of this amount $15,000 was used in the purchase of lands e college site and fields, leaving in hand the balance of $98,575, g an interest total of $4,928.75, which is all that is derived from ource.

[1] Laws of 1876, p. 64.

## LEGISLATIVE SUPPORT.

By the terms of the Federal act donating the lands to the States, no part of the land-scrip fund or the interest derived from it can be used, directly or indirectly, under any pretense whatever to the purchase, erection, preservation, or repair of any building or buildings, as the income from the fund can only be used as far as it goes toward meeting other expenses. The State, by accepting the gift, incurs the obligation to provide buildings, equipments, and the additional support necessary. The State has liberally carried out its obligations, and by appropriation has provided the necessary buildings, grounds, equipment, and support.

The appropriations made by the State have been as set forth in the following table:

| | | | |
|---|---|---|---|
| 1880 | $85,000 | 1886 | $50,000 |
| 1882 | 120,000 | 1888 | 35,320 |
| 1884 | 65,000 | 1890 | 58,760 |

The large appropriations of 1880 and 1882 were made to provide the necessary grounds, buildings, and equipment, and to provide for the support of the college until the winter of 1883–84. The last three were given for general support. The great reduction of 1888 was due to a feeling of discontent which had become quite prevalent in the State because of heavy expenditures and alleged high taxation, which produced quite a general cutting down of appropriations.

## THE RESULTS OF REDUCED APPROPRIATION.

The previous success of the college was conceded and the large attendance had attracted universal attention, and so soon as the action of the legislature was known the authorities of similar institutions in other States at once began holding out inducements to the faculty to leave the institution, offering large increase of salary. As a result, four professors, two assistant professors, and six tutors left for better-paying positions. The institution was also so unfortunate as to lose one professor by resignation and another by expiration of detail (United States officer), making a change in the faculty and assistants of fourteen in little over one year. In one chair (agriculture) there were three professors during that period, involving a change of management incident to the personality of the three gentlemen, doing away with responsibility as to results and destroying the accuracy of experiments, for they were also employed by the experiment station. Tempting offers for changes to other States were also made to other members of the old faculty, but they elected to stand by the institution, believing a more liberal policy would be adopted for the future.

The reduced appropriations put it out of the power of the trustees to fill the vacancies with experienced professors, and they had to employ young graduates of the college (mostly) in the places of the trained men who had contributed so much to making the institution a success. It was found, however, that even these young graduates could not be retained at the reduced salaries. One was taken at a salary of $2,000 by a railroad company and put in charge of a model farm in Georgia; another to a better paying position in a permanent business.

These sudden and rapid changes amounted almost to a reorganization of the college. The two sessions have been a period of great strain, retarding and setting back the progress and usefulness of the institution. To have come out with a full college attendance is proof of its real worth, its thorough organization, and the unselfish labor of its trustees and faculty. It has demonstrated fully by actual test that a man or commodity is worth what he or it will bring on the market. * * *

prevent a complete disorganization of the college the board of trustees ;ed for the president and members of the faculty to perform certain duties in :tion with the experiment station, and to have their salaries supplemented the station fund. This arrangement not having worked satisfactorily to the e employees or to the station, will have to be changed, except in one or two

## DESTRUCTIVE FIRES.

college, after going through two years of the severest strain it could be sub- to, had, at the beginning of the session of 1889-90, four destructive fires. The ory college barn was burned the week of the opening (September 22); the ent's house October 15; the lower college barn (2½ miles off) October 23, and ess hall for students November 16. In the nine previous years the college had d a single fire involving any loss. This alone would indicate that the burn- as incendiary.

losses by those fires amounted to $10,000. There was $2,500 insurance on the all and $500 on range and fixtures. The insurance will replace the lower of the mess hall and the range, and this was done.

## THE OBJECTS AND PURPOSES OF THE COLLEGE.

acts of the General and State governments plainly define the objects of the e. The "leading object" must be "to benefit agriculture and the mechanic should studies be taught, other than such as relate to these interests, they be considered secondary, and rather as means by which to comprehend more y the sciences underlying agriculture and the mechanic arts.

instruction at this college must be such as to educate and direct the minds astes of students to agriculture, horticulture, care and growth of stock, man- nt of farms, manner of performing labor, and to the mechanic arts The cul- s not to be in the strictest sense either literary, classical, or military; but, , it is to be a college in which the industrial classes shall be given a general tion combined with such scientific and practical knowledge as will make them ar with the nature of the objects and the forces with which they have to deal. s necessitates that special stress should be laid on such sciences as underlie agri- e, viz. chemistry, botany, geology, zoology, entomology, physiology, mechanics, matics, physics, etc. To understand these sciences properly a very liberal cul- especially in English, is requisite. The various conditions contributing to an gent understanding of agriculture as a science and an art comprehend an tion as broad and liberal as that needed in mastering any profession. This tion, however, must of necessity differ in kind. Students, whose education is led to promote the interests designated in the acts, must omit some studies t in other colleges, looking to general or special training. This education, to be practical and industrial; students must not only be familiar with farms abor, but they must also labor themselves, and in this labor find a part of their tion, the object of which is to create a taste for agricultural pursuits, and to d preserve habits of industry. * * *

trustees have established a preparatory and a collegiate course, which will the youth of the State ample means of acquiring, in accordance with the law, ough elementary education and a scientific and practical knowledge of agri- e, together with a theoretical knowledge of the mechanic arts. * * *

the only college or school in the State that instructs in the theory and prac- f agriculture. This instruction is given to every student, commencing with ementary principles of agriculture which are taught to preparatory students. as they advance in general culture, the college classes rise to the s of the sciences which underlie agriculture and the mechanic arts, and thus e well grounded in botany, geology, chemistry, anatomy, physiology, and

veterinary science; gaining, in fact, a thorough understanding of the application and relation of such sciences to agriculture, considered both as a science and as an art. In addition to the class-room instruction, students work on the farm, in the barns, in the creamery, in the garden, and on the grounds, thereby applying what they learn from books and lectures and fixing this knowledge more clearly and firmly in their minds.

The State has not yet given the means for properly instructing the students in the mechanic arts, although the board of trustees has asked for shops for wood and iron works, and their necessary equipment.[1]

## COURSE OF STUDY.

### PREPARATORY DEPARTMENT.

English grammar and composition, penmanship, declamation, arithmetic, elements of bookkeeping, algebra to equations of the first degree, geography, United States history, and agriculture.

Text books: Patterson's Elements of Grammar and Composition, Raub's Practical English Grammar, Thomson's Complete Arithmetic, Maury's Manual of Geography, Barnes's Brief U. S. History, Peck's Manual of Algebra, Gulley's First Lessons in Agriculture, supplemented by lectures.

### COLLEGIATE DEPARTMENT.

#### FRESHMAN.

*First term.*—Drawing, algebra, English, natural philosophy.
*Second term.*—Algebra, English, agriculture, horticulture.
*Third term.*—Etymology, algebra, bookkeeping, English, history.
Declamations and compositions through the entire session.

#### SOPHOMORE.

*First term.*—Chemistry, drawing, geometry, rhetoric.

*Second term.*—Rhetoric, geometry, chemistry, geology. Preparation of addresses on scientific and industrial subjects.

*Third term.*—Trigonometry, agriculture, botany, chemistry. Delivery of addresses contesting for places at commencement.

#### JUNIOR.

*First term.*—Surveying, anatomy and physiology, horticulture, Constitution of United States (6 weeks), criticism (6 weeks). Preparation and delivery of addresses on scientific and industrial subjects.

*Second term.*—Mechanics, chemistry, veterinary science, political economy. Preparation and delivery of addresses on scientific and industrial subjects.

*Third term.*—General history, military science and tactics, entomology, mechanics. Preparation and delivery of addresses, contesting for places at commencement.

Afternoon work in chemical laboratory, and with steam engine, 10 hours per week, November 15 to February 15.

#### SENIOR.

*First term.*—Literature, zoology, drawing, chemistry. Preparation and delivery of addresses on scientific and industrial subjects.

*Second term.*—Botany, civil engineering, literature, chemistry. Preparation and delivery of addresses on scientific and industrial subjects.

*Third term.*—Agriculture, astronomy, moral science (6 weeks). Preparation and delivery of addresses, contesting for places at commencement.

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[1] Catalogue of 1890–91.

POST GRADUATE.

*ogy.*—Mycology, fertilization and cross fertilization, relation of insects and , histology, zoology, including embryology, with monthly written discussions, direction of professor of biology.

*iculture.*—Principles of stock breeding and feeding, theory of drainage, culti- , curing and marketing crops, improvement of soil and manure supply. The it will be required to take charge of field and feeding experiments, dairy and l farm work, under direction of the professor of agriculture.

*ticulture.*—Pomology, floriculture, landscape gardening, forestry, geographic y, econonomic botany, management of greenhouses, under the direction of sor of horticulture.

*istry.*—Chemistry applied in the analysis of soils, plants, foods, animal tissues roducts, feeding, water and other drinks, under the direction of the professor mistry.

*lish.*—A course of reading in English prose and poetry, embracing entire works, and mental science, with monthly written essays, under the direction of the sor of English.

*hematics.*—Analytical geometry, differential and integral calculus, applied nics, and civil engineering.

DEGREES.

degree of Bachelor of Science is conferred upon students who complete the e curriculum by passing all the required examinations.

degree of master of science is conferred on any student who has taken the lor's degree in this college or in any other college with equivalent courses, and ursues and completes the post-graduate course herein prescribed.

h candidate for the master's degree will be required to take the course in sh, under the direction of the professor of English, and any one of the scien- ourses the candidate may select. The amount of work to be performed must uivalent to two years' work in the undergraduate course and will be deter- by the faculty; and the degree will be conferred only after the candidate have passed an approved examination and shall have written a thesis on some t connected with his industrial or scientific course which shall be accepted by culty.

ile these post-graduate courses are open to the graduates of other colleges, such ts will be required to pay the usual matriculation fee; and in case chemistry logy is selected, each student will be charged for the chemicals and materials

he last meeting of the board of trustees the honorary degree of master of pro- ve agriculture, M. P. A., was established.

DEPARTMENTS OF INSTRUCTION.

AGRICULTURE.

J. H. CONSELL, *Professor and Superintendent of Farm.*

the purpose of this department to give such practical and theoretical instruc- all students of the college that the accumulated facts and experience will do to give a fair understanding of all the workings of a diversified farm following s lines of work and conducting important experiments with field crops, forage , stock food, etc.

s-room instruction is given to freshman, sophomore, and senior classes by ook and lectures to each.

*hman class* (second term).—History, characteristics, and care of the breeds of tock, and their adaptation to the South. Elements of stock feeding and ng.

*Sophomore class* (third term).—Breeding live stock, principles of drainage, excess of soil water affecting crops, surface and subsoil drains, laying tile and sewer pipe, hillside ditching, contamination of wells and cisterns, washing soils, field lessons in farm machinery, cultivation and rotation of crops, farm buildings.

*Senior class* (third term).—Principles and practice of stock feeding, selection of foods, rational feeding, manures, essential elements, application, green manures and composts, adaptation of crops to soil, special crops, diversified farming, intensive versus extensive farming, farm economy.

Instruction in this department is not limited to the class room. Knowledge is gained by the student in the regular work in the fields and in an intimate association during the entire course with a large and well-equipped stock farm, with 400 acres of cultivated land, many pure-bred cattle, a creamery in active operation, with all of which he comes in contact.

The department in all its branches is under the immediate supervision of the professor of agriculture, which fact affords opportunities to illustrate by actual practice the theories taught in the class room.

The compulsory student-labor system is made a prominent feature, and is considered educational, not only in teaching the student how to do certain things, but also in making him familiar with the various industrial operations of the institution by becoming interested in them.

To assist in meeting expenses students are required to labor from two to three hours each day, at 8 cents per hour, three to five days in the week, limited by money appropriated for this purpose. This is compulsory to the extent that each student must perform a prescribed minimum amount of labor. With ordinary weather this will enable the student to earn about $25 a year. Some students have earned as much as $50. Money so earned must be credited on their account for board.

Students can also labor on Saturday, and very frequently they can work longer than three hours daily during the week. Those who do this earn much more, and it goes far toward meeting their expenses.

To illustrate the varieties of breeds a herd is provided, enabling the student to become familiar with the work of caring for several hundred animals, as well as to study the peculiarities of the various breeds.

Opportunity is given the student to compare the "theory" of agriculture with the "practice;" he soon becomes an interested critic, and is enabled to judge with considerable accuracy as to the value of the principles taught in relation to the art.

At the close of the course in agriculture, questions pertaining to the details of the entire work of the farm constitute a part of the regular examination.

### DAIRY HUSBANDRY.

A special course in dairy husbandry is provided, covering the theory of breeding dairy stock, feeding for milk, and of making and shipping milk, cream, butter, and cheese, and the practical method of working in different sections of the country. On written application practical work in the college creamery, combined with the study of principles, will be given free to students and others who desire to fit themselves for taking charge of creameries in the State.

*Means of illustration.*—Corn, cotton, hay, and live stock are the products of the 1,200 acres comprising the farm. Students are brought in immediate contact with 300 head of cattle, including Holsteins, Jerseys, Herefords, Devons, and Galloways; a full and complete outfit of farm machinery and implements, including steam engines, cane mill, evaporator, feed mills, fanning mill, ensilage cutter, Kemp's manure spreader, reaper, mowers, hay loader, roller, grain drills, corn and cotton planters, and a variety of plows, harrows, and cultivators for one, two, and three mule teams, from the principal manufacturers of the country; the growing of crops adapted to this latitude; experiments with corn, cotton, ensilage, grasses and manures. Access is given to all the results reached by the various experiment stations

United States, as well as those of the State station located at this college; to ting creamery, with full outfit of the best machinery, including the De Laval separator. Butter is made and forwarded to market daily during the year. library contains works of reference on all branches of agriculture and allied es, and the reading room is supplied with the best agricultural papers and licals published in the country.

HORTICULTURE.

BEN. W. SAFFOLD, *Acting Professor and Superintendent of Garden and Orchards.*

ruction in horticulture is given by text-books, supplemented by lectures, dur- e first two terms of the collegiate year.

*hman class* (second term).—Instruction in the class room is given on the fol- g topics: Preparation and location of garden and orchard lands; the prepara- nd application of manures, and the adaptability of different fertilizers to the of the truck farmer; drainage of garden lands; construction and management beds and cold frames; how and when to plant; different methods of propa- g plants; description of the more common insects injurious to fruits and veg- s, and how to control them.

*ior class* (first term).—Instruction in class room is given on the following : Garden, orchard, and nursery economy; varieties adapted to different soils titudes; improvement of plants; pruning and training of trees and vines; the ethod of harvesting, packing, and shipping fruits and vegetables; when and to ship; preservation of seeds; management of greenhouses; care of orna- l grounds; propagation and culture of forest trees.

ile at work in the garden and orchard the students become familiar with the h and habits of the different plants cultivated, thus getting practical and ble information that could not be obtained in any other way.

BIOLOGY AND GEOLOGY.

G. C. CREELMAN, *Acting Professor.*

*homore class* (second term).—Anatomy and physiology are taught by lectures, ated by skeletons, mounted and unmounted; models, manikins, fine life-sized ngs, colored from nature; alcoholic preparations and dissections, showing the rative structures of the organs of sense, digestion, circulation, respiration, otion, etc., their situation, their appearance in health and disease, their inter- dence and their relation to hygiene.

rd term: Botany, structural, physiological, descriptive, and economic, is taught cally, the class making dissections under the microscope and analyzing from 100 fresh plants.

*ior class* (first term).—Geology is taught in its relations to lithology, miner- , soils and its agricultural, architectural, and other economic applications.

ond term: This term is occupied by lectures on breeds, breeding, and manage- of sound and sick animals, with examinations of them by the class.

rd term: Economic entomology, text-book supplemented by lectures.

*or class* (first term).—In zoology, in its various phases of development from ro to man, one hour is given daily.

these studies students have the use of skeletons, plates, thousands of speci- twelve high power compound microscopes of modern construction, and recent and accessories.

ond term: The study of botany is resumed with special reference to develop- tissues, morphology, and microscopic organisms in their relations to health ie ase.

## CHEMISTRY.

W. L. HUTCHINSON, *Professor.*

Instruction in this department is given by means of lectures, illustrated by experiments, recitations in text-books, and practical work in the laboratory. The course of study embraces general chemistry, agricultural chemistry, and industrial chemistry.

*Sophomore class* (entire session).—This class studies general chemistry (five hours per week). This study embraces the principles of chemistry, the history, preparation, and properties of the elementary forms of matter, the manufacture and uses of their most important compounds, and organic chemistry. Qualitative analysis is studied the last term.

*Junior class* (second term and six weeks of third term).—This class studies agricultural chemistry (five hours per week). This embraces a study of the origin and constitution of soils, the composition, growth, and the feeding of plants, and the manufacture and application of fertilizers and manures. Qualitative and quantitative analyses constitute the practical work of this class.

*Senior class* (entire session).—This class studies industrial and agricultural chemistry (five hours per week). Plant growth, fertilizers, stock feeding, the occurrence of ores and minerals, the extraction of metals, their properties and uses; the preparation of articles for food and drink, for clothing, for heating, adorning, etc.; the chemistry of combustion and of multiple effect evaporation; the analyses of soils, fertilizers, and feeding stuffs constitute the study and work of this class.

A fee of $5 per year is charged each student in the analytical laboratory to cover expense of chemicals, gas, etc., used by students.

Each student in the laboratory is furnished with a complete set of apparatus for performing experiments and making analyses. Any apparatus broken by student is charged to him.

The freshman class is given a three months' course in physics.

## ENGLISH.

W. H. MAGRUDER, *Professor.*

The primary object of this department is to give the student a practical knowledge of English, and with it the liberal culture that necessarily follows a thorough study of language.

To this end it proposes—

1. To give (*a*) a critical knowledge of our vernacular in its grammatical and idiomatic constructions; to give (*b*) a general knowledge of its etymological history and the history of its relation to other languages; and to give (*c*) such knowledge of the history of its literature as can be acquired in the short time allowed for its study.

2. To present an outline of the history of general literature; and to teach the elements of criticism, and their practical application.

3. To give an accurate knowledge of English history, and a general knowledge of the history of the world.

To accomplish the purpose stated above the following course of study has been adopted:

*Freshman class.*—In the freshman year the English sentence is carefully studied for two terms in its simple, complex, and compound forms; in its punctuation, its analysis, its style, and its relation to the other sentences of the paragraph.

During the third term the history of the English people is studied topically. By means of maps and lectures, by discussions and debates, and by the use of a variety of text-books, interest in this important study is sought to be awakened and maintained.

During the same term the class pursues the study of English etymology in conjunction with the history of our tongue.

tures on elocution are given during the first term; and letter writing, the duction of lectures, composition, and declamation are exercises which are red weekly throughout the entire session.

ient biography constitutes the collateral reading of this class, special promi- being given to the biographies of scientific men and of men who have influenced dustries of the world.

*homore class.*—During the second collegiate year the sophomore class pursues udy of rhetoric for two terms (first and second), discussing the subject of (1) (*a*) under the various subdivisions of concord, clearness, unity, energy, and ony in the construction of the sentence; and (*b*) the origin and use of figures; ey review punctuation and capitals; (3) they study the different kinds of com- on; and (4) they acquire the principles of real, logical, verbal, and æsthetic ism in literature—the whole being practically applied during the third term preparation of addresses on industrial topics. These addresses are delivered the faculty and the corps of students competing for places at commencement. lern biography constitutes the collateral reading of this class, under the same itions as in the freshman year.

*ior class.*—In the first term the juniors review the etymological history of the sh language and its relation to other languages, studying at the same time the ry of its literature, and thus is given to the student simultaneously a knowledge changes through which our language has passed and the authors who illus- the different periods.

he second term they study the history of universal literature, the object being e only a bird's-eye view of this vast field.

he third term universal history is studied by this class, the text-book being emented by lectures, maps, and illustrations of various kinds.

original address on an industrial or scientific subject is delivered before the ty by every member of the class each term; and each month one extended on an assigned subject is read by every member before the class, and is criti- by the class and by the professor.

lateral reading is confined to English and American classics.

*ior class.*—During the second term of the fourth year the members of this class criticism five hours per week. The instruction is given by text-books, lec- and the reading, in class, of some standard work.

truction in political economy (first term) and in constitutional law (six weeks t term) is for the present given to the senior class by the professor in charge department of English.

ring the session seven extended essays on assigned subjects are read by each er before the class, and these essays are criticised by the class and by the pro- . Two addresses (each) on industrial or scientific subjects are delivered the faculty and corps of students, and one address (competing for a place at encement) is delivered by each member of the class before the faculty.

*t-graduate class.*—During the first term of each year the study of logic or psy- gy is pursued, the one alternating with the other. The remaining terms are d to the reading of English classics, which are reported upon monthly by s of written essays.

## MATHEMATICS.

B. M. WALKER, *Professor.*

object of this department is to furnish thorough and practical instruction in ranches of pure and applied mathematics which it embraces.

*shman class*—three terms.—This class studies algebra the entire session, devot- e first term to the fundamental operations of algebra, equations of first degree, he solution of groups of simultaneous equations; the second and third terms mation of powers, radical equations, ratio and proportion, and general theory nations.

This class has also a course in bookkeeping during the third term. In this study the students write up as many exercises as time will permit, thus making the course as practical as possible.

*Sophomore class* (three terms).—This class studies plane and solid geometry during the first and second terms, with numerous exercises for original solution. The third term is devoted to plane, analytical, and spherical trigonometry, with applications.

*Junior class* (three terms).—This class studies surveying during the first term. The use of the field instruments for the surveyor and engineer is carefully explained in the section room and minutely illustrated on the field. The class is then carefully instructed in the best methods of land, city, trigonometrical, topographical, and mining surveying, leveling, railway curves, and underground traversing.

The field notes, obtained from actual field work by the students, are used in teaching how the office or indoor work is done.

The students themselves use the instruments, make the measurements, calculate the areas, plot the work, and construct the maps.

During the second and third terms this class studies analytical geometry and mechanics. The former is short and given by lectures. Mechanics is then studied the remainder of the session. The composition, resolution, and equilibrium of forces, rectilinear and periodic, curvilinear and rotary motion, elementary machines, and mechanics of liquids and gases, with original exercises, are carefully studied.

*Senior class* (two terms).—This class has no mathematics the first term.

The second term and half the third are devoted to the study of civil engineering. The instruction is given partly by lectures and partly by the use of a text-book.

The adjustments of mathematical instruments, strength of materials, roof and bridge trusses, railway curves, excavations and embankments, suggestions as to field work and location projects, and track problems are carefully and minutely studied. The students handle the instruments and make all the measurements and calculations and draw their own plans and maps. The remainder of the session is devoted to astronomy.

The instruction in the department of mathematics is conveyed partly by lectures and partly by the systematic study of approved text-books. The progress of each student in the different classes is tested constantly by his being called upon to apply the principles acquired to the independent solutions of original problems.

## MILITARY SCIENCE AND TACTICS.

Lieut. JOHN V. WHITE, *First Artillery, U. S. A., Professor.*

### THEORETICAL INSTRUCTION.

*Junior class* (third term).—Recitations and lectures in the drill regulations of the U. S. Army, the preparation of the usual reports and returns pertaining to a company, the organization and administration of the U. S. Army, and the elementary principles governing in the art of war.

### PRACTICAL INSTRUCTION.

*Sophomore class.*—Service, etc., of the field piece (artillery).

*All classes.*—Infantry drills, including schools of the soldier, company, and battalion, ceremonies, target practice, guard duty, etc.

### ARMS AND AMMUNITION.

Two 3-inch field guns.

Two hundred and fifty Springfield rifles, cal. .45, and infantry accoutrements.

Ball and blank cartridges for small arms and blank cartridges for field pieces.

## BUILDINGS AND GROUNDS.

The college buildings are situated on both sides of the branch of the Mobile and Ohio Railroad, which extends from Artesia to Starkville, 1¼ miles from the latter

The grounds about the buildings are being rendered as attractive as possible e laying out of drives and the planting of grass and ornamental and shade

academic building, 127 by 70 feet, has three stories and a basement. The story consists of six rooms used as class rooms by the professors of agricul- and horticulture, the instructors in the preparatory department, and the ctor in drawing. The second story consists also of six rooms; serving as class for the professors of English and mathematics, except one reserved for the eping of the mathematical instruments. The first floor contains the chapel embly room, and the offices of the president and secretary. In the basement rticulture department has its grafting room and tool rooms.

dormitory, 275 by 140 feet, is a three-story building capable of accommodating udents. The first floor contains the library, museum, lecture room of the sor of biology, commandant's quarters, and writing room. On the second floor udents' rooms and the guardroom and armory. The third floor consists wholly ms occupied by students.

chemical laboratory is a two-story brick building, well ventilated, and sup- with convenient fixtures, gas, and water. The lower story, consisting of seven , is used for practical analytical work for the State and for the experiment n. The second story, consisting of five rooms, is used for class instruction.

mess hall, 80 by 60 feet, is a one-story frame building, containing a large ; hall for 300 students; and to the rear of this, the kitchen, bakery, and store- used by the steward are situated.

hospital is a one-story frame building, containing four large and four small .

ides these there are residences for the president, professors of agriculture, stry, English, mathematics, horticulture, preparatory department; also for the or of experiment station, secretary, surgeon, and steward.

value of land, buildings, and equipment is about $188,617.

## THE AGRICULTURAL EXPERIMENT STATION.

an act of Congress approved March 2, 1887, an annual sum of 00 was donated to each State for the establishment of an agricul- experiment station in connection with such college or colleges as t have been established in such State under the act of July 2, 1862. ates having two such colleges the fund is to be divided, unless the lature shall direct that all of it shall go to one. On the 31st of ary, 1888, the legislature of Mississippi passed an act accepting lonation, directing the whole fund to be expended under the direc- of this institution, and authorizing the trustees to set apart for se of such station so much of the land and other property of the ge as they may, from time to time, deem necessary.

ough a department of the college, the work of the station is entirely distinct, ation having its separate working force, its own teams, buildings, tools, etc., ccounts of its expenditures being sent to the Secretary of the Treasury at ngton for final approval. The work of the station furnishes continual object s to the students, and in this way is an advantage to the college. The farm tment is especially benefited by the station work, as it is thus relieved of the amount of experiment work which was formerly required, and which involved expenditure of time and money, while the station finds its work furthered in ways by its location at the college.

The act establishing the station requires (section 4) the publication of an annual report and bulletins as often as once each quarter. Up to this time the station has published one annual report and ten bulletins, which are sent free of charge to all farmers in this State who apply for them, and to which reference is made for further details of the station work. These publications have been as follows:

| Date. | Subject. |
|---|---|
| 1. Mar. 21, 1888 | Organization. |
| 2. May 20, 1888 | Cotton worm. |
| 3. June 20, 1888 | Analyses of commercial fertilizers. |
| 4. Nov. 7, 1888 | Marls of Mississippi. |
| 5. May 20, 1889 | Fertilizers. |
| 6. June 25, 1889 | Charbons. |
| 7. June 20, 1889 | Hay presses. |
| 8. Aug. 30, 1889 | Stock feeding. |
| 9. Aug. 30, 1889 | Diseases of sheep and calves. Bitterweed. |
| 10. Oct. 10, 1889 | Dishorning. |
| Feb. 1, 1889 | First annual report. |

## FARMERS' INSTITUTES AND OUTSIDE WORK.

The board of trustees have for several years set aside $500 and directed the faculty to hold "farmers' institutes" with the farmers in the different parts of the State, and to otherwise assist the farming interest of the State. There has been great demand for this kind of work—more than the faculty could do or than the money set aside for this purpose would warrant. At these gatherings of the farmers the faculty or individual members discussed such topics as the farmers themselves selected and thought would most benefit their respective localities. These meetings have been productive of good in inculcating a more careful system of farming. The correspondence of the members of the faculty on agricultural topics and in supplying desired information is a very considerable part of the duties to be performed by the college. The institution is really every year becoming more and more an official bureau of information to the farming interests of the State.

## DISCIPLINE.

A military organization and drill is one of the features of the institution. The discipline is directly administered by an officer of the United States Army, a graduate of West Point, detailed for that service.

## MILITARY EQUIPMENT.

The college received from the United States 150 stand of cadet rifles and accouterments and 2 rifled cannon; from the State, 100 stand of cadet rifles and accouterments—total, 250 stand.

## LIBRARY AND READING ROOM.

The library is totally inadequate to the wants of the college at its present stage of progress. It includes 3,099 volumes, of which about one-half are United States department reports. The reading room is supplied with many of the papers published in the State, and about $130 is spent annually for magazines and periodicals, including agricultural and scientific journals suited to the technical character of the institution.

ATTENDANCE OF STUDENTS.

The institution was opened to students October 6, 1880. The following is a schedule of attendance:

| Session. | Preparatory. | Freshmen. | Sophomores. | Juniors. | Seniors. | Post graduates. | Irregulars. | Total. | Graduates. |
|---|---|---|---|---|---|---|---|---|---|
| 1880-81 | 267 | 73 | 14 | ..... | ..... | ..... | ..... | 354 | ..... |
| 1881-82 | 154 | 86 | 40 | 10 | ..... | ..... | 14 | 304 | ..... |
| 1882-83 | 169 | 81 | 27 | 16 | 9 | ..... | 15 | 317 | 8 |
| 1883-84 | 135 | 55 | 26 | 15 | 12 | ..... | 14 | 257 | 9 |
| 1884-85 | 150 | 71 | 24 | 12 | 12 | ..... | 22 | 291 | 11 |
| 1885-86 | 227 | 70 | 40 | 18 | 12 | ..... | 48 | 415 | 11 |
| 1886-87 | 95 | 77 | 32 | 24 | 15 | 7 | 26 | 276 | 16 |
| 1887-88 | 108 | 62 | 30 | 17 | 22 | 3 | 44 | 286 | 22 |
| 1888-89 | 136 | 79 | 33 | 14 | 18 | 5 | 33 | 318 | 14 |
| 1889-90 | 140 | 74 | 39 | 19 | 13 | 11 | 34 | 330 | 13 |
| Total attendance | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 3,148 | ..... |
| Attendance of individual students | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 1,832 | ..... |

Only students from Mississippi are received. The institution has not been able to accommodate all the students from Mississippi who desired to attend, and many have been, consequently, turned away. Under the law, 300 students are entitled to free tuition; and this accommodation of the college is equally distributed among the counties of the State on the basis of the educable white boys in the respective counties. This rule is observed, with the modification that it does not exclude from attendance such other students as shall pay tuition fees. The reception of pay scholars is not allowed to exclude the free scholars.

FACULTY.

Gen. Stephen D. Lee, president; J. H. Connell, B. Sc., professor of agriculture; B. W. Saffold, B. Sc., acting professor of horticulture; G. C. Creelman, B. S. A., acting professor of biology; W. L. Hutchinson, B. Sc., professor, and J. S. Meng, assistant, of chemistry; W. H. Magruder, A. M., professor, and J. M. White, M. Sc., assistant, English; B. M. Walker, M. Sc., professor, and Lieut. John V. White, U. S. A., assistant, and J. C. Herbert, B. Sc., instructor, of mathematics; Lieut. John V. White, U. S. A., commandant and professor of military science and tactics; S. M. Tracy, M. S., director of experiment station; Dabney Lipscomb, A. M., professor, J. C. Herbert, B. Sc., assistant, and J. T. Manier, B. Sc., and W. A. Fort, B. Sc., instructors of preparatory department; E. L. Dimitry, instructor in drawing; A. M. Maxwell, instructor in writing.

From its establishment until now this institute has been under the very able and energetic administration of Gen. Stephen D. Lee, late of the Confederate States Army, and of the United States Army before

the civil war, a graduate of the United States Military Academy at West Point.[1]

BIOGRAPHY.

Stephen Dill Lee was born in Charleston, S. C., September 22, 1833. His great-grandfather was one of forty distinguished citizens of Charleston confined on a prison ship at St. Augustine, Fla., by the British during the Revolutionary war. His grandfather was United States judge for South Carolina under President Monroe. He graduated at the United States Military Academy at West Point in the class of 1854; served in United States Army till 1861, in the Fourth Artillery; was first lieutenant and regimental quartermaster when he resigned to enter the Confederate Army.

In 1861, he was appointed captain in the Confederate States Army. When Fort Sumter fell he was at Charleston, on the staff of General Beauregard. He went to Virginia in command of a light battery in Hampton's Legion from South Carolina; was rapidly promoted to colonel of artillery, serving in battles of Seven Pines, Savage Station, Malvern Hill, Second Manassas, Sharpsburg, and numerous minor engagements. He came into prominent notice at Manassas and Sharpsburg when he, among the first, used artillery massed instead of by single batteries. He was made brigadier-general in November, 1862, at the close of the first Maryland campaign, and was ordered to the western army and stationed at Vicksburg on the Mississippi River. Here he commanded the heavy artillery batteries and the supporting brigade of infantry in the city. In December, 1862, Sherman attempted to capture the city by a rapid movement down the Mississippi from Memphis. He, almost without a day's warning, appeared at the mouth of the Yazoo River and succeeded in landing an army of 30,000 troops within 7 miles of the city. At the time there were not exceeding 5,000 troops, including heavy artillery, in the city. General Lee was at once detached, with all the available infantry (about 3,000) and two light batteries, to hold him in check until reenforcements could arrive. He fought Sherman at the junction of Chickasaw and Willow bayous, 5 miles from the city, and signally defeated him with a loss of 2,000 men killed, wounded, and missing, the Confederate force sustaining a loss of about 100. This defeat and the arrival of reenforcements compelled Sherman to reembark his army on his transports and abandon the expedition. General Lee participated in the defense of Vicksburg, being engaged in the battle of Champion Hills and during the siege of the city. He surrendered with the garrison to General Grant, July 4, 1863. He was immediately exchanged, and was promoted to be major-general August, 1863, and was placed in command of all the cavalry in Mississippi, Alabama, East

[1] Agricultural and Mechanical College Catalogues for 1881-1890; biennial reports for 1883, 1885, 1887, and 1889. This chapter is mainly a compilation from those publications.

siana, and West Tennessee. He was made lieutenant-general in ıst, 1864. His service was mainly in Mississippi, organizing cavalry ıands and repelling raids. He relieved Lieutenant-General Polk nmand of the Department of Mississippi, Alabama, East Louisiana, West Tennessee, when that officer joined Gen. J. E. Johnston in pring of 1864 at Dalton, carrying with him all the infantry in his epartment. In July, 1864, he commanded the Confederates in the n battle at Harrisburg, near Tupelo, Miss., where with cavalry he A. J. Smith with superior forces, consisting of his veteran infantry ı and a brigade of cavalry. He also confronted Sherman in his lition from Vicksburg to Meridian. In July, 1864, he left the issippi Department and was assigned to the command of Hood's ı at Atlanta, when that officer relieved General Johnston in com- l of the Army of Tennessee. He was in the battle on the left tlanta, 28th of July, and also at the battle of Jonesboro with his ı. He accompanied Hood in his Tennessee campaign. A part of orps (Johnston's division), was engaged in the battle of Franklin. ommanded the right of the army in the battle of Nashville, and lsed the Federals in their attack on Overton Hill. When the army routed his corps covered the retreat the afternoon of the rout, and uring the succeeding day and until a rear guard was organized the other corps and Forrest's cavalry. The Federals made most stent effort to rout his corps, but failed. General Lee was wounded ie day after the route while with the rear guard. He surrendered Joe Johnston's army in North Carolina at High Point. General eturned to Columbus, Miss., at the close of the war, where he had ied Miss Regina Harrison a few months before the collapse of the ederacy. He has been engaged in farming since the war and has identified with the agricultural interests of the South. He repre- d the counties of Lowndes, Oktibbeha, and Clay in the State te of Mississippi for two years. In 1880 he was placed at the head e Agricultural and Mechanical College of Mississippi when it was nized, and has been its president ever since. The college is a suc- and that success is largely due to his faithful and wise adminis- on.

INDUSTRIAL INSTITUTE AND COLLEGE

## Chapter XII.

### THE INDUSTRIAL INSTITUTE AND COLLEGE.

#### A STATE COLLEGE FOR GIRLS—THE STRUGGLE.

The question of State aid for the establishment of a large and powerful college for females was first propounded and extensively agitated in this State, it is believed, by Miss Sallie Eola Reneau. This young lady lived in Grenada.

Governor McRae, in his message in 1856, says:

> The proposition for the establishment by the State of a female college, for the thorough and accomplished education of the daughters of the State, has been brought prominently and interestingly before the public, and to the notice of the executive, by Miss Reneau, a young lady of accomplishment, intelligence, and talent, educated in this State, a resident of Grenada, engaged in the business of female instruction, and devoted to the intellectual advancement of her sex. I commend the subject to the favorable consideration of the legislature.[1]

On the 26th of January Mr. Drane, the member from Choctaw, introduced in the senate an able and elaborate memorial from Miss Reneau, praying for the endowment and establishment of a State college for girls.

This memorial and the governor's indorsement procured the passage of the bill for the establishment of a State female college. This act, approved February 20, 1856, provided that the college should be established under that name, and that it should be located in Yalobusha County. Unfortunately, however, the achievement of this charter was a barren victory. There was no endowment. The college was never enabled to assume any effective form.

Miss Reneau, in order to overcome that obstacle, caused to be framed and presented to the Congress of the United States, in December, 1860, a bill for the purpose of endowing the college with 500,000 acres of the unsold public lands in the State. The bill was not acted on, but remained on the calendar of the House so late as the year 1872.[2]

In the year 1872 Miss Reneau was again at work. She obtained the passage by the legislature of that year of "An act to amend the charter of the University of Mississippi at Oxford, and for other purposes." Its principal feature was that the State Female College of Mississippi (the corporation of 1856) should be received as a female department of the university, under the name of "Reneau Female University of Mississippi at Oxford." The governor was directed by the act to transmit

[1] Senate Journal, 1856, p. 22. [2] Laws of Mississippi, 1872, memorial, p. 127.

ongress a memorial, which was incorporated in the bill, designed vive the old application of 1860 in reference to the grant of lands.[1] the House, on its final passage, a proviso was inserted which for- any expenditure at the cost of the State until Congress should avorably;[2] and since the trustees of the university had no funds eir own available for such a purpose, the whole scheme now rested the course of Congress on the memorial. Nothing was done, and ffair fell stillborn.

iss Reneau, however, did not yet despair. In 1873 there was passed her bill; this time to incorporate the "Reneau Female University ississippi at Sardis." This act was of the usual type of college ters. There was nothing special in it, which, indeed, was its ble. Again there was no appropriation, and the school remained ng the nebulæ.

ere Miss Reneau seems to have given it up for a hopeless under- ng. Shortly afterwards she removed to Tennessee and there prose- d her vocation as teacher. It was a pity that she did not reap the rd of such faithful and long-sustained effort in a cause so noble. chief obstacle was that she was ahead of the times, and yet, as it ed out, so very little ahead. At the least, the people of the State ld remember her for her great good will.

though Miss Reneau was thus baffled and finally left the State, he cause was not lost. One fully worthy to be her successor took e struggle and proved more fortunate in the issue. Every Mis- pian will have anticipated the appearance here of the name of Annie C. Peyton, of Copiah County.

is excellent lady was born in Madison County on the 12th of ember, 1852, the daughter of a Mr. Coleman. She graduated at tworth College in June, 1871, and on the 7th of August, 1873, ied the Hon. E. G. Peyton, jr., son of Hon. E. G. Peyton, sr., who then chief justice of the supreme court, and had been a citizen of State since the year 1820.

s. Peyton's first effort was to bring about the adoption of Whit- h College as the State Female College. Section 9, Article VIII, e State constitution, provided that "No religious sect or sects ever control any part of the school or university funds of this e." It was therefore necessary to sever the connection between ollege and the Methodist Church, South, and to transfer the prop- in the college to the State. She presented to the conference which at Meridian in December, 1879, a memorial to that end, which was received. But it was determined to be impracticable, aside from vish of the conference, because of the fact that the terms of the est under which the property was held imposed as a condition of enure that it should remain under the control of the conference.

[1] Laws of 1872, p. 125.

[2] House Journal, 1872, pp. 669, 690, 801.

Notwithstanding the discouragement of this failure, Mrs. Peyton continued her labors. She obtained the passage of a bill for the State Female College through the senate in the legislature of 1880, but the papers were then lost and it failed to pass the house. But the agitation was continued. Over the pseudonym of "A Mississippi Woman" she published numerous articles in the Clarion, all urging the one point. She procured the publication, in pamphlet form, in August, 1881, of an elaborate and strong address by Dr. G. S. Roudebush, then professor of English in the Agricultural and Mechanical College, favoring the highest education of women, and in separate schools.

The papers of the State joined in the movement, and the Democratic State convention which met in Jackson, August, 1881, unanimously adopted the following resolution:

*Resolved*, That as Mississippi has made liberal provision for the education of all of her sons, this convention declares it to be the highest duty of the legislature to establish, with an ample endowment, a State institution for the education of our daughters.

Another unsuccessful attempt was made in the legislature of 1882. When the legislature of 1884 met, Hon. J. K. McNeely, of Hinds County, introduced a bill, prepared by Mrs. Peyton, providing for the establishment of "a State normal and industrial school for the white girls of Mississippi." Shortly afterwards Hon. J. McC. Martin, of Claiborne County, introduced in the senate a bill for the "Industrial Institute and College." This bill made more liberal provision than the one drafted by Mrs. Peyton, and she and her coworkers immediately abandoned their own and rallied to the support of the Martin bill. Thus, by a pull all together, its passage was secured by a majority of only 1 in the senate, the act of incorporation being approved March 12, 1884.

### THE CHARTER.

The principal provisions of the charter are these:

1. An industrial institute and college is established for the education of white girls in the arts and sciences, to be known as the Mississippi Industrial Institute and College for the Education of White Girls of the State of Mississippi in the Arts and Sciences.

2. The governor was authorized to appoint trustees, with the consent of the senate, one from each Congressional district and two from the State at large.

3. The trustees were vested with the usual powers of corporations, including the power to own, purchase, and sell property, real, personal, and mixed.

4. That the governor and State treasurer should be, respectively, president and treasurer of the board.

5. That the object of the school should be the giving of education in the arts and sciences, in normal school systems, in kindergarten instruction, in telegraphy, stenography, and photography; also in drawing, painting, designing, and engraving in their industrial applications; also in fancy, practical, and general needlework; also in bookkeeping, and such other practical industries as may, from time to time, be suggested to the trustees by experience or tend to promote the general object of the institution, to wit, fitting girls for the practical industries of the age.

'hat the trustees should appoint a president, professors, and such other officers y deem proper; fix salaries, make by-laws, regulate rates of tuition and disci- and divide the course of instruction into departments, so as to secure the best le instruction in all of said studies.

'hat the trustees should organize as soon as possible after appointment, and liately thereafter proceed to procure by purchase or donation a site for the ition.

'hat so soon as the institution should be prepared to receive students in three re departments the trustees should apportion to each county its quota of ars on the basis of the number of educable white girls in the counties. The ars to be commissioned by the various county superintendents of public educa- with the approval of the boards of supervisors. The presentation of such cer- es to entitle the holders to admission into the institute, with all its privileges. he sum of $20,000 per annum each year for the years 1884 and 1885 was appro- d for the purposes of the act.

tering promptly on the discharge of their duties, the board visited ge number of places that had bid for the institute. They finally oted the offer of the city of Columbus, which was to donate to the ge the property of the Columbus Female Institute and city bonds ie amount of $50,000, running from one to six years, without est.

the 1st of October, 1884, Prof. Richard W. Jones, then (and since professor of chemistry in the University of Mississippi, was ed president. On the 19th of February, 1885, Professor Jones ed on the duties of that office with a view to organization, laying he plans of the institution, stating and formulating its purposes scope, all of which the trustees had committed to him, subject to approval. President Jones served as a member of the building nittee, the two others being James T. Harrison, esq., and Dr. J. J. nton.

PROPERTY.

college owns two lots:

t. The original plat of ground donated by the city of Columbus, fronting ington street on the south side for 1,050 feet and extending back 1,060 feet. beautifully shaded and embracing about 20 acres, it affords ample facilities ercise.

ond. A lot 165 feet square on the north side of Washington street and imme- y facing the first lot, devoted to the president's residence. On these lots are ble buildings.

dormitory is a massive brick structure, three stories and a mansard high, 175 ont, and running back 170 feet. It has a large and well-arranged, well lighted entilated dining room, capacious kitchen for preparing the meals, smaller m for instruction in cookery, washing room, room for soap making, boiler room, g room, bathroom, water-closets, 76 well built and ventilated rooms for sleep- nd a parlor, with capacity for about 200 boarders. The bedrooms are neatly hed.

nected with this building by a covered passage is the new chapel building, is three stories high, well and strongly built. This has a large assembly president's office, secretary's office, eight recitation rooms, chemical and phys laboratories, and storage rooms, all arranged with full regard to convenience, and efficient work.

These two buildings have all the modern conveniences; they are warmed throughout by steam. The dormitory is supplied with hot and cold water for use in the kitchen, dining room, and bathrooms; both buildings are supplied with water by mains and pipes from the city waterworks. The dormitory is lighted with city gas. The chapel is lighted by electricity. An easy running and safe elevator has been introduced into the dormitory.

A frame building was upon the grounds when the property was donated to the State. It has been moved back 150 feet in the rear of the present brick chapel, been remodeled and improved, and has twenty-five rooms. It is devoted to music, to painting, and industrial arts. Steam has been introduced into it also.

The college was opened for the reception of students October 22, 1885. The greatest practical difficulty was found to be the desire and expectation of many students and their parents to acquire industrial training and skill without the needful general academic instruction, but the faculty succeeded in correlating the industries to the academic work so as to bring about practical adjustments and excellent results. The requirements in accurate scholarship for passing from one class to another were made very explicit, positive, and high.

The following extracts from the report of President Jones, made to the board of trustees in December, 1887, will explain the principle of the institute's organization:

COLLEGIATE EDUCATION, NORMAL TRAINING, AND INDUSTRIAL PREPARATION.

To develop largely and according to the demands of thoroughness any one of these departments is a great work, but to successfully carry forward all three of them side by side so as not to have conflict, so that neither one would encroach upon the other, and so that a student might derive benefit from more than one at a time, is a task that has been essayed by no other institution. The measure of success which has attended our efforts to work out a satisfactory result has been in the highest degree gratifying. Our patrons have almost unanimously expressed themselves as highly pleased with our methods, our efforts to secure scholarly accuracy and industrial skill, whilst our pupils that have gone out from the normal department have given evidence of the value of the instruction they have received in the art of teaching.

We may safely claim, for it is accorded to us by the highest educational authorities, that the plan of the college rests upon a rational, philosophical basis. It recognizes first of all, and in all departments of life's activity, the value of general intelligence, the value of mental discipline, the value of trained power of thought, the value of the acquired power of steady application, the value of professional skill, the value of special industrial dexterity.

The college is designed to fit woman for particular spheres and lines of work, to open up to her new avenues to employment and to wider and more varied modes of usefulness. Whilst we emphasize the value of the industrial arts, we at the same time teach that to be successful in its aim the hand that is skilled in art or industry must be directed by intelligence. To confer upon our girls simply manual skill without mental training, is to confer upon them the poor boon of placing them among ignorant workers and in competition for employment at poor remuneration. The ignorant worker is always at a disadvantage in the struggle for success and respectful recognition.

Whilst, therefore, we urge upon our pupils to acquire the highest order of art skill and industrial proficiency, we keep before them the fact that they must deal with society, they must meet the competitions of business, the exactions of trade,

order to dignify work and enhance its value they must put intelligence into
is our constant effort to improve the intellect by the best methods which
ophy and experience suggest, to afford the broadest and highest culture, and to
ve and improve every characteristic of refined womanhood.
standard of scholarship in the collegiate and normal courses is high. Thorough-
nd accuracy are insisted upon and pupils are not passed into higher classes
they have mastered the subjects of the lower. A large number of our students
t session who had not advanced beyond the first college class succeeded in the
examinations of teachers and obtained first-grade certificates to teach. Of all
pplied, only one failed. Many of them taught very successfully during the
on, and thereby obtained means to defray their expenses for the present
s.
he industrial arts we insist upon familiarity with details, and readiness and
y in execution, so that the pupil may be able to measure up to all just expecta-
hen we recommend her for employment. We do no work for display, but for
ttainments and worth. We constantly and earnestly endeavor to impress on
its the desirableness of accurate, sound learning, the worthlessness of super-
study, of lax mental movements, and of passing over high-sounding subjects
for the name of having done so. True mental enlightenment and accompany-
gor can come only through the clear perception and comprehension of truth in
ny and beautiful forms.
course of study is laid out and our methods of teaching directed to secure
best intellectual results.
he normal department we give special attention to the preparation of those
ropose to become teachers in the public schools of the State, directing these
s first so as to enable them to pass the examinations required by the State law
st by the State superintendent. Besides this, we carry forward those who
a long enough to the study of advanced subjects to prepare them to be teachers
h schools and colleges. In both cases we give especial care to instruct these
teachers in the most improved modern methods of teaching, and we make
gements for giving them teaching practice.
ther and prominent feature in our normal work is this:
have introduced into our normal course a well-arranged line of instruction in
and drawing and industrial drawing. * * * The young ladies who go out
our normal department will be competent to give to boys and girls thorough
ction in drawing, so that they will be enabled to read designs and plans, and
resent with the pencil any object it is desirable to manufacture. Thus we
o contribute ultimately to the general industrial development and the wealth
State.

e president here sets forth succinctly the entire course of instruc-
n the collegiate and the normal departments; and continues:

ill be apparent from these schemes of general education that a young lady
raduates in our college course will have an education as thorough and exten-
that conferred by our best colleges on young men. In the sciences we offer
ionally fine practical advantages. Botany, zoology, physiology, physics,
stry, mineralogy, and geology are taught practically and experimentally. Our
al and chemical laboratory and lecture room are supplied with the best mod-
provements. Students not only witness the experiments of the professor, but
erform experiments and learn laboratory manipulations in progressive courses,
addition have the best opportunities for qualitative and quantitative analysis.
ve botanical charts, zoological charts, charts for anatomy and physiology, tw
o opes. We are favored also by the loan of the mineral and geological cabinet
late Dr. W. Spillman.
entire hour is devoted to each recitation in every department except in m
e lesson occupies a half hour.

### INDUSTRIAL DEPARTMENTS.

Every student is required to learn some one of the industrial arts unless she is pursuing the study of music or oil painting. Those studying music and oil painting have the privilege of an industrial art. Each student is limited to one industrial art at a time; after learning one she may proceed to another art. Students or their parents may choose their industrial arts; but no one is permitted to take up phonography without an adequate knowledge of English, and no one is admitted to the study of bookkeeping without a good knowledge of practical arithmetic. The want of competent preparation has been the most serious hindrance to the industrial work of students. The girls here evince a lively interest in their industries and generally make gratifying progress. They appear to be in earnest to prepare for self-support.

The numbers of students registered in most of the industrial departments were larger the first session than they have been since. This is accounted for by the fact that during the first session many pupils, supported by their parents, insisted on taking several industrial arts at a time. In order to convince them of the error of this, it was necessary to allow them to make the effort and to suffer failure.

The work of students in design, wood carving, modeling, crayon portraiture, dressmaking, hammering in thin metals, art needlework, decoration of porcelain ware, and oil painting has been from time to time on exhibition in the rooms of the college, and has received the highest praise from visitors and the strongest indorsement of skilled artists and judges of such work.

Specimens of students' work in Miss McLaurin's department have been sent to manufacturers and art associations in New York, and have received high commendation and valuation.

We have sent out well-qualified bookkeepers, shorthand reporters, and typewriters, who have secured employment at good pay. We have found it impracticable to get employment for women as telegraphers, and while a number of young ladies have been pretty well trained as printers, they have found it difficult to get employment, and when they succeeded in doing so the pay has been comparatively poor.

Two young ladies who were trained here are getting remunerative employment in establishments for cutting and making dresses.

### MUSIC AND OIL PAINTING.

Instruction has been regularly given in music on the piano and organ and in vocal music. The number of students in music has been large, considering the inducements and opportunities here offered to acquire industrial arts. The teachers are accomplished and the students are interested and generally make good progress.

A considerable portion of the students of music are preparing to teach, and they will go out thoroughly equipped for the profession.

Each year there has been a class in oil painting, taught by Mrs. Torrey, who has had a long experience as a teacher and who enjoyed the best advantages in art instruction in Europe.

. . . . . .

### WORK.

This work is of two kinds, required and voluntary.

*Required work in the dormitory.*—The occupants of the rooms are required to do all the work necessary to keep them in nice order. The work in the dining room, such as spreading the cloths, putting on the meals, placing the chairs, washing plates and dishes, waiting on the table, is required of the pupil. For this work regular details are made and each one in turn performs her part.

By this arrangement we dispense with hired servants entirely in the dining room and apartments for sleeping, and thereby effect economy.

*ntary work.*—Girls have the privilege of doing a large part of the work in the n, in keeping the room and furniture in a cleanly condition and neat order. ıweep the halls, recitation rooms, chapel, music rooms, light the gas in the ınd dining room, and do much of the light work in the laundry. Students e paid for certain work in the printing office, and may take in work in the g and making department. Some work in the garden, and thus earn some

this voluntary work they are paid at the rate of 6 to 8 cents per hour.
re is no disposition in the institution, by word or action, to disparage those 'ork to aid in paying their expenses. On the contrary, the president and fac- ommend all the work that is offered to students as honorable and praise those erform it well.
heavy work in the kitchen and laundry is performed by hired laborers; the nery in the laundry is operated by an engineer.
w girls have paid their whole expenses by work. Many have earned $4 per ı and upward.
le we encourage girls to work, we urge them to regard their studies and their rial arts as of paramount importance.
ın a student works so much daily as to be wearied, she loses in studies. Where be avoided pupils ought not to attempt to make the whole of their expenses here. Experience teaches us that girls generally can not do more than two work daily without injury to their class standing, their health, or to both. amount of work, together with what they can do on Saturdays, will enable to earn about $4 or $5 per month.
girls have shown a great desire to get the work to do, and the number of ants has been so great that we have not been able to supply all.
ood part of the money paid into the college treasury in the form of entrance paid back to students for sweeping halls and recitation rooms and for writing offices of the president and secretary.
part of the State fund is used for paying students for work.

* * * * * * *

WOMAN UNWOMANLY.

are not teaching woman to demand the "rights" of men nor to invade the of men. The conditions are supplied here for that high training of the mind, sensibilities, of her æsthetic faculties, of the moral and religious parts of her which fits her for the ways of modest usefulness, for works of true benevolence, hich invests her with that true womanly character and those beautiful Chris- races that constitute her the charm of social life and the queen of home.

* * * * * * *

results of our work are becoming manifest. The college marks a new era in tion in the South, it is being entrenched deeper and deeper in the affections friends, it has attracted multitudes of visitors from various States. Some tors of prominence have spent days here studying our plan of organization, ope and methods, these observations have been used in projecting institutions r States. Governors and members of legislatures of other States have sought nation regarding it, with a view to recommending the establishment of similar itions in their borders. It has been the subject of the most elaborate and able newspaper articles. It has done much to attract the attention of people le of our State and to create a most favorable impression in regard to the essive educational spirit of our people.

THE ATTENDANCE.

e first session opened October 22, 1885. The annual attendance been as follows:

Session of 1885–86, 341; of 1886–87, 388; of 1887–88, 383; of 1888–89, 337; of 1889–90, 312.

In the year 1886–87 there were 300 applications from Mississippi for places in the dormitory. In the autumn of 1887 there were 476 applications, besides many from various States. The places in the dormitory apportioned to the counties of the State number 200. It has been impossible to accept in the dormitory half of the applicants. Many of these have made arrangements with private families in the town for board and lodging.

### EXPENSES.

Girls from other States are required to pay tuition, but tuition is free in the collegiate, normal, and industrial studies to all girls of Mississippi who obtain scholarships.

| | |
|---|---|
| Incidental fee paid on entering each session | $5.00 |
| Music on piano or organ, per month | 4.50 |
| Voice culture, per month | 5.00 |
| Solfege, per month | .50 |
| Use of instrument for practice, one hour per day, per month | .75 |
| Oil painting, per month | Free. |

Students in analytical chemistry pay for materials consumed and apparatus broken.

In the dormitory board is furnished to pupils at actual cost.

### APPROPRIATIONS.

The appropriations made by the State for the establishment and maintenance of the institute have been, thus far:

| | |
|---|---|
| 1884 and 1885, $20,000 each | $40,000.00 |
| 1886 and 1887 | 59,875.50 |
| 1888 and 1889, $22,588.75 each | 45,177.50 |
| 1890 and 1891 | 50,000.00 |
| Total | 195,053.00 |
| Add donation of Columbus | 50,000.00 |
| Grand total | 245,053.00 |

At the conclusion of the session of 1887–88 President Jones resigned his position, accepting the presidency of Emory and Henry College in Virginia. The cause of his resignation was the excessive demands of the institute on a president's strength, while his own health was delicate.

On the 3d of September Prof. Charles Hartwell Cocke, of Columbus, was elected to succeed him.

In March, 1890, President Cocke resigned, and the board appointed Miss Callaway, mistress of mathematics, to be chairman of the faculty for the remainder of the term. In June following Prof. Arthur H. Beals, of Paducah, Ky., was elected president.

THE FACULTY.

Arthur H. Beals, president; Miss M. J. S. Callaway, A. M., mathematics; Miss Pauline V. Orr, English; Miss Ellen Martin, history, mental and moral philosophy; Miss J. T. Clarke, B. S., L. I., Latin; Miss Ella F. Pegues, modern languages; Miss S. C. McLaurin, M. T. D., industrial and decorative art; Miss Ruth S. Roudebush, M. A., bookkeeping and penmanship; Miss Helen Graves, phonography, telegraphy, and typewriting; Miss Helen M. Quinche, natural history, chemistry, and physics; Miss Bettie B. Clay, instrumental music; Mrs. Addie T. Owen, instrumental music; Mrs. C. Y. Hooper, vocal music; Mrs. A. E. Crusoe, repoussé and art needlework; Miss Virginia L. Cates, L. I., printing; Mrs. F. I. Crowell, cutting and making garments; Mrs. Lucy Torrey, oil painting; Mrs. M. L. Batte, assistant in English; Miss Edwina Burnley, assistant in mathematics; Mrs. Irene T. Ramsey, assistant in instrumental music; Miss Effie Hutchinson, M. T. D., assistant in designing, engraving, modeling, etc.

Prof. Richard W. Jones was born May 16, 1839, in Greenesville County, Va. He graduated from Randolph-Macon College, Virginia, at the head of his class in June, 1857. After two years of study in the University of Virginia he received from that institution the degree of Master of Arts, July, 1861. He entered the Confederate service soon after his graduation, first as a private soldier. Afterwards he raised a company and was elected and commissioned captain of infantry. This company became a part of the famous Twelfth Virginia Infantry, of Mahone's Brigade, R. H. Anderson's Division, Army of Northern Virginia. This command bore a full share of the hard fighting and trying events during those memorable years in Virginia, Maryland, and Pennsylvania. During the latter part of the war, for more than a year of the most desperate part of the struggle, he commanded his regiment, and surrendered it at Appomattox.

The war over, he entered the profession of teaching, and has been continuously engaged in it since that time, occupying the following positions: Professor in Randolph-Macon College, Virginia; president of Martha Washington College, Virginia; professor in University of Mississippi; president of the State Industrial Institute and College, Columbus, Miss. His special professional work has been in the sciences. At the University of Mississippi he had charge first of chemistry, natural history, and geology, with an assistant; afterwards the chairs were divided, and he confined his attention to chemistry. During this time he wrote a number of articles on scientific subjects.

The Government of the United States appointed him during two summers as agent of the entomological commission in Mississippi. His reports on cotton insects were published in pamphlet form by the Government and were also largely introduced into the general reports of the chief of the commission.

He has been for a number of years a member of the American Association for the Advancement of Science and of the American Institute of Christian Philosophy. He has also been elected a member of the Victoria Institute, England.

He became president of Emory and Henry College, Virginia, in the year 1888, but in the fall of 1889 accepted his former chair in the University of Mississippi.

The three colleges of which he was president flourished greatly under his administration.

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## Chapter XIII.

### THE MILLSAPS COLLEGE.

r several years past a sentiment has been growing among the odists (Southern) of Mississippi that a denominational college ld be established within the boundaries of the State whose special t should be to attract to its halls and to prepare for their purposed calling those youths of the Methodist Church, South, who propose lopt the ministry for their life work. It is believed that such want d its first public expression from the lips of the Rev. F. A. S. ns, formerly a president of Centenary College, at the session of the h Mississippi Conference, held in Corinth in 1882; but nothing was for several years.

the seventy-fifth session of the Mississippi Conference, held in sburg, December 5–10, 1888, the committee on education, Dr. C. G. rews, chairman (also a former president of Centenary College), this report, among others:

That we realize the rapid strides being made around us in progress and learn- and that we will still endeavor, both by precept and example, to keep our fully abreast of the age.

That a college for males under the auspices and control of the Methodist Epis- Church, South, ought to be established at some central and accessible point State of Mississippi.

That a committee of three laymen and three preachers be appointed to confer a like committee to be appointed by the North Mississippi Conference to formu- lans to receive offers of donations of lands, buildings, or money for that pur- and to report to the next session of said conference. And we do this without nfriendliness to Centenary College or desire to impair its influence or to inter- with the present endowment plan now being carried on by Dr. Hunnicutt, lent of that honored institution.

accordance with the resolution the following committee was inted: Rev. T. L. Mellen, Rev. A. F. Watkins, and Rev. W. C. k; laymen, R. W. Millsaps, W. L. Nugent, and Luther Sexton.

the following session of the North Mississippi Conference, which ened in Starkville on the 12th of December, 1888, Rev. T. L. en, as a special messenger from the Mississippi Conference, ared and presented the resolution passed by that body. After its ng it was referred to the board of education, and that board made e 14th a special report, on which the Rev. Mr. Mellen addressed onference. The report was as follows:

board of education having under consideration the proposition of the Missis- Conference, as embodied in the communication of Rev. T. L. Mellen, and look-

MAIN BUILDING—MILLSAPS COLLEGE

WEBSTER SCIENCE HALL—MILLSAPS COLLEGE

ing to the establishment of a male college in Mississippi, have adopted a resolution concurring in said proposition. The board recommend the adoption of the following resolutions:

1. *Resolved*, That a college for the education of boys and young men should be established in the State of Mississippi, under the auspices of the Methodist Episcopal Church, South.

2. That a committee of three laymen and three ministers be appointed to confer with a like committee already appointed by the Mississippi Conference, to formulate plans, to receive offers or donations of land, buildings, and money for the establishment of said college, and to report at the next annual session of this conference.

3. That the following-named persons shall constitute the committee provided for in the second resolution: Clerical—J. J. Wheat, S. M. Thames, T. J. Newell; lay—G. D. Shands, D. S. Sweatman, J. B. Streater.

T. C. WIER, *Chairman*.

On the 14th of February following the joint committee met in the city of Jackson. One of their number, Maj. R. W. Millsaps, who is a banker of Jackson and a lay member of the Methodist Church (the same who is mentioned as a benefactor of Whitworth College), offered to donate to the proposed college the sum of $50,000 on the sole condition that the members of the churches of the State should raise an equal sum to be devoted to the same institution.

The committee thereupon appointed a subcommittee to formulate a plan for the raising of that additional sum, with instructions to report at an adjourned meeting shortly to be held. They also appointed two clergymen—Rev. J. J. Wheat, then professor of mental and moral philosophy at the State University and presiding elder of a district in the North Mississippi Conference, and Rev. W. C. Black, then preacher in charge of the church at Jackson and member of the Mississippi Conference—to prepare for publication an address to the Methodists of the State in behalf of the proposed college. The address was duly prepared by them and was widely circulated.

On March 5, 1889, the joint committee again met in Jackson. Their meeting was held in public and was largely attended. A permanent organization was effected, with Major Millsaps as president and treasurer, and Rev. T. J. Newell (president of the Grenada Collegiate Academy) as secretary. The subcommittee appointed at the previous meeting reported a plan, deemed by them feasible, for the raising of the $50,000 needed, and their report was adopted. It was, in brief, to canvass the State for endowment subscriptions.

Bishop Charles B. Galloway was present and undertook the canvass in person. This divine has been through all of his life an earnest friend of higher education. He graduated at the State University, with the degree of A. B., was a professor at Madison College for a short period, entered on the Methodist ministry, was elected bishop when 36 years of age. He had already organized and put into operation two colleges, both of which assumed his name; one at Searcy, Ark., the other at Vineta, in the Indian Territory. He presided over

BEARD HALL. TOUGALOO UNIVERSITY.

## Chapter XIV.

### EDUCATION OF THE COLORED RACE.

#### TOUGALOO UNIVERSITY.

This institution, located at Tougaloo, a station on the Illinois Central Railroad, 7 miles north of Jackson, was founded in 1869 by the American Missionary Association. That body determined to establish, in a central locality of this State, a university for the education of the colored people. With this view it purchased at Tougaloo a farm containing 500 acres of land, with a large mansion and outbuildings. In the following year (1870) two large college buildings were erected. One was a one-and-a-half story building, 32 by 70 feet, called Washington Hall, and contained audience room, school and recitation rooms, and dormitories for 30 young men; the other was a two-story structure, 34 by 70 feet, called the Boarding Hall, and contained dining room, kitchen, laundry, sitting room, and dormitories for 30 young women. The buildings were erected by aid received from the Government of the United States through the educational department of the Bureau of Refugees and Freedmen at a cost of $13,050; the school farm cost the association $10,500; cost of stock and farming utensils, about $2,000. Total cost of equipment, $25,550.

The institution had no permanent productive fund for current expenses. A few of the students paid $1 per month tuition; some of them defrayed wholly or in part their expenses by labor on the premises. In the third year of scholastic work (1871) the boards of school directors of Hinds and Madison counties paid the wages of two teachers for five months, and all the balance of current expense came from the treasury of the missionary association. However, it was not very heavy, this being the account:

| | | |
|---|---|---|
| Expenses for 1870 and 1871 | | $15,257.00 |
| Receipts from— | | |
| Labor of students, 1870 | $1,168.00 | |
| Labor of students, 1871 | 1,751.00 | |
| Board and tuition | 702.86 | |
| | | 3,621.86 |
| Net expense for two years | | 11,635.14 |

As may be inferred from the foregoing statement, it was part of the scheme that poor students might, at their option, meet a part or all of their expenses by labor on the farm. The industrial department presents the same opportunities to the females.

On the 13th of May, 1871, the university was incorporated. The more important provisions of its charter are as follows:

1. Property, both real and personal, may be acquired, held, and conveyed to the amount of $500,000.

2. Such honors and degrees as are usual from colleges and universities may be conferred.

3. Vacancies in the board of trustees shall be filled by the American Missionary Association.

4. The president of the university, the professors, and the instructors, shall be appointed by the board of trustees on the nomination of the missionary association.

5. The board of trustees have the power to organize any or all of the departments of a university whenever in their judgment the interests of the institution and the public wants require; also, to provide that the normal, medical, and law departments, or any one of them, may be placed under the management of a separate board for special purposes, and that the property and liabilities of each be and remain distinct from the property and liabilities of the other departments.

The institution began work in the year 1869. The attendance and classification of the school for the year 1871, from January to October, were as follows: Primary students, 81; intermediate, 73; grammar, 20; night students, 17; total, 191.

After the charter was obtained (October, 1871) a separate normal department was organized and placed under the charge of Prof. A. J. Steele, with Miss H. Louisa Lane as assistant. The elementary and academic departments remained under the charge of Rev. Ebenezer Tucker, A. M., with Miss Sarah A. Beals as assistant; and the agricultural department under that of Mr. Henry S. Beals. Mrs. A. J. Steele, teacher of music.

The statement of students for the closing term of 1871, as reorganized, was as follows: Elementary students, 94; normal, 47; academic, 1; total, 142.

In December, 1871, the three principals, Tucker, Steele, and Beals, each presented a report and memorial combined to Hon. H. R. Pease, superintendent of public education, in which the scheme and the status of the university were set forth, its dependence on the missionary association explained, the heavily burdened condition of that association insisted on, and the pressing need urged of funds for the enlargement of accommodations, teachers' salaries, and the purchase of apparatus. This appeal met a prompt response. On the 3rd of January, 1872, an act was passed whereby a board of trustees, in behalf of the State, was authorized to make such contract with the trustees, or executive committee, of the Tougaloo University as would secure to the State the use of such buildings, grounds, and appurtenances as might be necessary for the establishment of a State Normal School. The sum of $4,000 was appropriated for the purposes of the act, to be expended as follows: $2,500, if needed, for teachers' salaries; $1,000, if needed, for aid to students; $500, if needed, for school furniture and apparatus. This arrangement was to continue only two years, and the State was to incur no other expense.

STRIEBY HALL, TOUGALOO UNIVERSITY

The act further provided that the governor, the State board of education, and five appointees of the governor should constitute a board of trustees; that such board should have the power to appoint and remove the teachers and to fix their salaries; also, to prescribe the rules of admission to the Normal School, and to make such by-laws as should seem needed for its good government. Each county of the State was declared entitled to two free scholarships for each term, the beneficiaries to be selected from the resident pupils attending the public schools of the respective counties by a public competitive examination. Each student who should file a declaration of intention to teach in the common schools of the State was granted the sum of 50 cents per week, for the time in attendance, payable out of the $1,000 aid fund.

It should be noted that under this scheme the State board of trustees would control the normal school department of the university, and the board appointed by the missionary association all other departments and interests.

In March, 1872, the arrangement proposed in the foregoing act was consummated, and the normal department of the university became a State Normal School. Prof. A. J. Steele was retained as principal by the State trustees. From his report to the State superintendent of public education, in reference to the year's work of 1872, the following extracts are taken:

At the present time (December, 1872) there are four regular teachers employed in the normal school.

The fact that our work is that of fitting teachers for their profession is never lost sight of.

Students receive thorough drill in all those studies that they will be called to teach, and in such other branches as experience has shown best adapted to discipline and develop the mind.

Those who train the minds of others should themselves have minds well trained.

It is a matter of great congratulation that there is connected with the normal a training department. This department consists of primary and intermediate grades.

It is intended that the primary be used as a model school, for observation, and in which little or no practice will be done by normal students, they only being allowed to witness the operation of the model school, while each normal student, besides the instruction received from the faculty in the art of teaching, will be required, at the proper stage of progress, to teach classes in the intermediate school for the length of time thought necessary, under the supervision and criticism of the principal and other teachers, who will point out their errors, commend their excellencies, suggest to them means of improvement, and thus enable students to determine for themselves whether they are qualified to undertake the arduous task of teaching. Other criticism lessons are also interspersed with the daily lessons of the school, testing and strengthening the power of management in the pupil, as well as the perception of a necessity of thorough drill at the hands of the teacher.

The regular course of instruction and practice occupies four years.

* * * * * * *

At the present time there are in the normal classes 70 pupils, besides about 140 in attendance upon the primary and intermediate grades.

A class has been carried through the common English branches, and is now pursuing more advanced studies, as algebra, rhetoric, and rudiments of Latin.

Other classes are doing good work in advanced arithmetic, grammar, geography,

.A class of about 40 has made rapid progress, and are quite proficient in vocal ;, under the thorough drill they have received at the hands of the music er. The members of the class readily read music of medium difficultness.

* * * * * *

ring the year (mostly from June to December) 25 of our students have been ged in teaching in the public schools of several counties, mainly with marked ss; and notwithstanding that during the fall term several of our students ined [absent] teaching, the number in attendance has been greater than ever e, and for want of room and accommodations admission has been refused to a number of earnest young men and women desirous of fitting themselves for of usefulness as teachers.

* * * * * *

ring the year just past instruction has been given in the normal school to 112 nts, all of whom, with us, have borne good characters and exhibited great stness and an unswerving determination to acquire knowledge and habits of uch different from those to which many of our pupils have been accustomed.

e faculty of the State normal department were Prof. A. J. Steele, cipal, and two assistants; Prof. J. K. Deering, principal of inter- ate class, and one assistant; Miss H. C. Bullard, principal of ary department; Mrs. A. J. Steele, teacher of music, and Rev. E. ter, pastor and teacher of moral science.

e report for the year 1873 shows that the school continued to work efore, with the following additions:

theological class had been organized for the benefit of those who gned to enter the ministry. The object aimed at was to secure a ough knowledge of the Bible, including the original of the New ament, together with training in homiletics and pastoral labor. instruction given was not denominational in its nature.

system of lectures had been arranged, relating to the natural ces, history, mental and moral science, and such other topics as t demand attention.

e faculty remained much as before, except that Rev. J. K. Nutting been made president, and placed in charge of the theological rtment.

the industrial branch, a mechanical department had been added. itable engine had been provided and was used for ginning cotton, ling corn, and for running the machinery in the mechanical depart- , where the simpler kinds of furniture were manufactured, together brooms, rustic work, etc. Mr. S. C. Osborne was business man- and superintendent of agricultural and mechanical departments. e attendance of students for the year had been 280, classified thus: al department, 85; intermediate department, 60; primary depart- , 142; 7 being in two departments.

the 28th of March, 1874, the legislature appropriated the sum of 00 for the erection of a normal building at the university, con- ned on a similar appropriation of $15,000 by the American Mission- Association; but the condition not being complied with, the appro- ion was never used. On 21st of the same month the further sum

of $4,500 was appropriated by the State for the current expenses of the year. A similar sum was again appropriated in March, 1875, and the law so amended as to stop the payment of 50 cents per week theretofore made to pupils. In 1876, $3,000 was appropriated; in 1877, $2,500. In 1878 and 1879 no appropriation was made for the university. This omission is thus explained in the annual message of Governor Stone to the legislature of 1880:

Owing to disagreements between the representatives of the American Missionary Association and the trustees of the normal department, no appropriation was made for the last two years. I repeat my recommendation to the legislature two years ago, that the law be so amended as to abolish the board of trustees, and provide for a board of visitors. The normal department is doing faithful work in the education of teachers, and deserves well of the State. I recommend a renewal of the appropriations heretofore made for its support, to be distributed under the direction of the board of visitors. This would be a substantial recognition of the good work which the American Missionary Association is quietly, but very zealously and thoroughly, doing in our State.

Pursuant to this recommendation, on the 6th of March, 1880, an act was passed organizing the board of visitors, and the university was again taken under the fostering care of the State. From that time, each year, an appropriation of from $2,000 to $3,000 has been made, except that those from 1888 to 1891, inclusive, were only $1,500, this reduction being a feature of a "horizontal cut" made by the legislature of 1888 on nearly all State expenditures.

The following extracts from the catalogue of 1888–89 will furnish the further history, present status, and the prospects of the school:

Sunday night, January 23, 1881, Washington Hall took fire during the religious services, and was wholly destroyed. The school was continued during the remainder of that school year in a barn ("Ayrshire Hall") that had just been built.

A cottage for the president had been put up during the fall. During the same year the "Boarding Hall" was again enlarged by raising it one story, and putting an addition 30 by 50, three stories high, on south side, making accommodations for the lady teachers and about seventy-five girls. As soon as spring opened a brickyard was started, and the first brick in the foundation of the new hall was laid May 31, by Rev. M. E. Strieby, D. D., of New York, in honor of whom, as the oldest living secretary of the American Missionary Association, the hall was named Strieby Hall, and is a fine brick building, 41 by 112, three stories high, and having a fine basement. The work on this building was done almost entirely by men from A. M. A. schools and churches elsewhere, and our own students. It was ready for school use October 1.

In the fall of 1882 a blacksmith shop was built. During the year 1883–84, carpenter and tin shops were added to the industrial department.

During 1886–87, through the generosity of Mr. Stephen Ballard, of New York City, a two-story building was put up on the old site of Washington Hall, and bears the name of Ballard Hall. This building furnishes ample accommodations for the schoolroom work in all the grades below the normal department, having large schoolrooms and recitation rooms, and a very pleasant assembly room.

The Ballard shops, a building two stories high, with an addition on one end, 26 by 26, for blacksmith shop, was also completed during the year, furnishing ample room for all the shops under one roof. These two buildings were completed with the $5,000 given by Mr. Ballard, exclusive of the salary of our superintendent of

ntry. They are substantial and commodious, and are justly regarded as a
ɔl in cheap buildings. All the work upon them was done by students trained
: industrial department.
:ing the present year, 1887–88, the upper story of the small building known as
ton Hall," in the rear of the mansion, has been fitted up as a Girls' Industrial
ge. It serves to make a beginning in that line of work, but is far from
ıate.

AGRICULTURAL DEPARTMENT.

farm consists of 500 acres of land, divided as follows: The buildings and
ıds connected with them, with the adjoining grove and wood lands, occupy
125 acres; pasture land, 225 acres; mowing land, 65 acres; cultivated land,
86 acres. The crops raised are mainly those most common in this region—
ı, corn, oats, pease, sorghum and cane, potatoes, berries, etc. A large herd of
of representative breeds enables the young men to become acquainted with
spective merits and adaptabilities of the different breeds. The milk, meat,
egetables used by the boarding department come mainly from the farm.
s the aim to make the farm an object lesson for the students and to teach them
'ording opportunity for observation and stimulating inquiry concerning the
ical workings of the different departments.

e course of study is arranged on the idea that a student may pass
ve years in the university. It is divided into twelve grades. The
two grades (or years) are devoted to the primary course; the third,
h, and fifth to the intermediate course; the sixth, seventh, and
th to the grammar course; the ninth, tenth, eleventh, and twelfth
ıe normal course. There is also a classical preparatory course,
led into three classes (or years), the junior, middle, and senior.
ndustrial course of three years is arranged, in which all boys in
above the fifth grade, together with such others below the fifth
e as the industrial superintendent may choose, will receive class
uction in carpentry for the first year, blacksmithing and wheel-
hting for the second year, painting, turning, and tinning for the
year. Pupils are worked on this course, and those attaining to
iently high rank are given certificates of industrial proficiency.
e is also an apprentice course, wherein after the completion of a
years' industrial course and the eighth grade of school, one or two
ls who have shown special aptitude will be appointed apprentices
ıch trade, and will have the opportunity of becoming thorough
men. The apprentices have a three years' course in the shops
attend night classes. There is also an agricultural course, wherein
al instruction, in addition to the work which each boy is expected
daily about the farm or grounds, is given in agriculture during
vhole of the ninth year or grade.

GIRLS' INDUSTRIES.

l the young women are taught to sew and mend. Dressmaking is
ht to a limited number. Lectures on the art of cooking and house-
ing, including canning and preserving, are given each week, with
instruction and practical lessons in cooking each day.

### COURSE OF STUDY.

In order to show the degree of culture attainable, the curricula of the normal and the classical preparatory courses are given:

### NORMAL COURSE.

*Ninth grade.*—Arithmetic, grammar, rhetoric, geography, physical geography, history (reviews), physiology, school economy, reviews, and drills.

*Tenth grade.*—Algebra, natural philosophy, bookkeeping, American literature, English literature (seven classics), civil government, methods.

*Eleventh grade.*—Higher algebra, geometry, general history, geology, botany.

*Twelfth grade.*—Political economy, mental and moral science, Scripture, history, pedagogics, reviews and methods in common branches, composition.

### CLASSICAL PREPARATORY COURSE.

*Junior class.*—Fifth reader, Latin grammar and reader, elementary algebra, physical geography.

*Middle class.*—Cæsar (two books), Cicero (two orations), higher arithmetic, bookkeeping, physiology, seven British classics, school economy, and primary methods.

*Senior class.*—Cicero (three orations), Æneid, prosody, mythology, geography, Greek grammar, first lessons in Greek (Boise), Anabasis, irregular contract verbs, algebra, plane geometry.

### MUSIC.

The music department is under the direction of teachers thoroughly accomplished in their profession. Instruction in vocal music is given to all pupils without charge. In devotional exercises the manual of praise is used. Two pianos and three organs are at the service of those who take lessons in instrumental music.

### LIBRARY AND APPARATUS.

Encyclopedias and reference books are accessible to the students, and there is apparatus sufficient to illustrate the studies of the course.

A reading room, containing about fifty journals of varying character, is open to all, and is well patronized.

The Tougaloo Quarterly, a paper, is published by the university once in three months, with the threefold object of putting good religious reading into many families that take no religious papers, sending out information in regard to Tougaloo University, and as a medium of communication for present and former students.

The institution has received valuable aid from the Slater fund. Its property is now valued at $60,000.

STATE NORMAL SCHOOL, HOLLY SPRINGS.

### EXPENSES OF ATTENDANCE.

e expenses of attendance are $9 per month for board and tuition, $3 per month extra for instrumental music; 50 cents per term (of h there are three) for incidental fees.

### THE FACULTY.

v. George S. Pope was elected president in 1877, and resigned in He was succeeded by Rev. Frank G. Woodworth. The faculty mposed as follows: Rev. Frank G. Woodworth, A. M., president, , mental, and moral philosophy; Albert S. Hill, natural science nathematics; Miss A. L. Steele, normal assistant; Miss Mary Van on, grammar department; Miss Sarah J. Humphrey, grammar and mediate departments; Miss Mary Flagg, intermediate department; Clara L. Walker and Miss Alice Flagg, primary department; Miss Kennedy, vocal and instrumental music; Miss Edith M. Hall, t school; Miss Elizabeth L. Parsons, girls' industries; Miss Sarah nerson, principal ladies' department and matron.

### THE STATE NORMAL SCHOOL AT HOLLY SPRINGS.

the 26th of May, 1870, the Shaw University, which had been lished at Holly Springs by the Mississippi conference of the odist Episcopal Church, was incorporated by act of the legisla- Its charter authorized it to establish, among others, a normal rtment.

the 1st of December, 1869, the reconstruction constitution went operation. One of its requirements was the establishment of free c schools of higher grade "as soon as practicable." In accordance that requirement the act of July 20, 1870, was passed. By that an offer made by the trustees of Shaw University to transfer to State the normal department, for use as a State normal school, was ted. A special board of trustees, consisting of the governor, the board of education, and five others of the governor's appointment, provided for, and they were empowered to contract for such normal rtment for a term of two years, to employ a principal and assist- etc. The sum of $4,000 was appropriated for teachers' salaries, ture and apparatus, and as aid to pupils. Each representative in egislature was authorized to send one pupil; and each pupil who ld file a declaration of intention to teach in the common schools e State was allowed 50 cents per week for time in attendance.

e school was organized on the 15th of November, 1870, Professor an, principal. The attendance was very small. On the 4th of ary following, the year being then two months advanced, there were 16 students. At that time Miss M. E. Hunter was employed as tant. The first year closed on the 30th of June, 1871, and the total dance for the year was 50.

STATE NORMAL SCHOOL, HOLLY SPRINGS.

On the 18th of September, 1871, the second year opened; Miss Hunter, principal, Miss C. Peck, assistant. Students present, 35; total attendance for the year, 65.

After the close of the first year 26 of the pupils taught in the public schools of the State. Of these a number taught only two months—during the summer vacation—and then returned to school at the opening of the fall term. Others taught through the entire fall.

The Normal School of the State was, it must be remembered, as yet but the lessee of the normal department of the Shaw University. The university's primary school was in operation also. The schools interfered, and when the two-years' contract with Shaw University expired the Normal School was removed to other quarters.

From the annual report of the principal, dated January 14, 1873, the following extracts are made:

The course of study as laid down in our catalogues has been pursued, the pupils proving their capacity for advanced study as well as for the more elementary work. A class is now doing successfully the work of the third year.

The school has a full supply of necessary text-books and maps. A reference library has been begun, and, by the assistance of friends, quite a number of volumes have been secured, and others will be added as opportunity offers.

Chemical and other apparatus will be procured as soon as possible.

Instruction in instrumental music is given to those who desire it. Sixteen pupils have already made creditable advancement in this department.

In addition to the literary society, which has been a part of the school since its organization, two debating clubs have been formed, into which the pupils are drawn, and between the members of which there is a generous rivalry, which adds much to their interest and makes them a means of improvement to the school.

The strictest discipline is enforced. At a late meeting of the board of trustees it was resolved that each pupil be required to attend some place of public worship at least once on Sabbath.

Let me repeat what I said in my report of a year ago: The pressing need of the normal is room. For two years this need has been felt. In the building first occupied the necessities of another school compelled us to be content with much less than needed room, and for the past four months the progress of the school has been retarded by narrow walls and poor accommodations.

Notwithstanding the hindrances, the normal has gone steadily on with its work, but how much more successful it might become if permanently located in a convenient building, with necessary appliances. Let Mississippi grant us the means of procuring these and we shall endeavor to repay her by furnishing her schools with competent teachers.[1]

The appeals for a building were successful. On the 15th of April, 1873, the legislature appropriated $10,000 for the purchase of buildings and grounds.

In the year 1875 the 50-cent weekly payment to students was stopped; Miss Hunter was succeeded by Prof. W. B. Highgate as principal; the attendance of pupils continued good, and the standard of education was continuously raised.

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[1] Senate Journal, 1873, Appendix, pp. 992-1001.

### APPROPRIATIONS.

e appropriations made by the State for the establishment and tenance of this institution have been as follows:

| | |
|---|---|
| ..... | $4,000 |
| nd 1872, $5,000 each ..... | 10,000 |
| ..... | 14,500 |
| nd 1875, $4,500 each ..... | 9,000 |
| ..... | 4,000 |
| 878, 1879, 1880, 1881, $3,000 each ..... | 15,000 |
| or repairs on building ..... | 350 |
| or purchase of apparatus ..... | 500 |
| 883, 1884, 1885, $3,000 each ..... | 12,000 |
| 887, $3,000 each ..... | 6,000 |
| 889, $3,000 each ..... | 6,000 |
| 891, $2,500 each ..... | 5,000 |
| Total thus far ..... | 96,950 |

### FACULTY.

of. W. B. Highgate held the position of principal until 1886, when as succeeded by the present principal, Prof. J. H. Henderson. As constituted (1891), the faculty are J. H. Henderson, principal, ematics, mental and moral philosophy, astronomy, and civil government; Miss M. A. Rabb, natural sciences, rhetoric, English litera- arithmetic, and grammar; Miss N. H. Hill, geography, grammar, ed States history, reading, and elocution.

### ATTENDANCE.

e attendance of students has been as follows:

| Year. | Males. | Females. | Total. | Year. | Males. | Females. | Total. |
|---|---|---|---|---|---|---|---|
| ..... | 32 | 18 | 50 | 1880-81 ..... | 93 | 33 | 126 |
| ..... | 38 | 27 | 65 | 1881-82 ..... | 91 | 45 | 136 |
| ..... | 50 | 26 | 76 | 1882-83 ..... | 104 | 31 | 135 |
| ..... | 83 | 52 | 135 | 1883-84 ..... | 101 | 44 | 145 |
| ..... | 89 | 45 | 134 | 1884-85 ..... | 111 | 45 | 156 |
| ..... | 59 | 29 | 88 | 1885-86 ..... | 101 | 36 | 137 |
| ..... | 61 | 29 | 90 | 1886-87 ..... | 65 | 42 | 107 |
| ..... | 83 | 41 | 124 | 1887-88 ..... | 93 | 55 | 148 |
| ..... | 78 | 27 | 105 | 1888-89 ..... | 92 | 76 | 168 |
| ..... | 157 | 63 | 220 | 1889-90 ..... | 89 | 73 | 162 |

### COURSE OF STUDY.

to the year of 1886–87, the course of study embraced four years. 1886, by an act of the legislature, the institution was reorganized. faculty then existing was dismissed. The State superintendent he county superintendent of Marshall County were constituted a l, with power to employ teachers skilled in normal training; the e was altered to one of two years, and students were declared gible for admission unless their age, character, qualifications, and ation were such as to promise that after the two years' course they l be capable of teaching in the common schools.

ce 1886, therefore, the course has been one of two years, and the culum is as follows:

FIRST YEAR.

*First term.*—Rhetorical reading; history, United States; arithmetic, written and mental; geography, political and physical; algebra, introductory; grammar; written spelling; writing and drawing.

*Second term.*—Rhetoric and composition; civil government; physiology; natural philosophy; algebra; geometry, introductory; drawing.

SECOND YEAR.

*First term.*—Geometry, plane and solid; trigonometry, plane; history, universal; natural history, zoology; chemistry; theory and practice of teaching; bookkeeping; drawing; compositions.

*Second term.*—Surveying and navigation; geology; botany; mental and moral philosophy; English literature; theory and practice of teaching.

Since 1886–87 a model class has been organized each year out of the junior pupils to be taught by the normal students, under immediate direction of the faculty. Each student of the normal is required, in his turn, to conduct a recitation of this class. No student hears more than three consecutive recitations before another is appointed.

MUSIC.

Lessons in vocal music are given free; lessons in instrumental music, to those who desire them, at a small cost.

THE BUILDING AND GROUNDS.

The building, purchased by the $10,000 appropriation of 1873, is a beautiful brick structure, two stories high, having a length of about 85 feet. It has a fine veranda on a level with each floor. The lower story is 14 feet high, with windows extending almost the full height, affording excellent light and ventilation. The edifice, although constructed for a private residence, has been arranged so as to suit most admirably for school purposes. It contains a large chapel furnished with an excellent organ, a mathematical recitation room, a ladies' dining room, and a gentlemen's dining room on the first floor; on the second, a large science room, laboratory, and a library. It is well heated by means of stoves in each room. There is no boarding department connected with the school.

The grounds consist of a beautiful tract of nearly 5 acres. It is situated in the northeastern part of the city, on a hill commanding a fine view of the surrounding country. It includes both croquet and baseball grounds.

LABORATORY.

The $500 appropriation of 1880 laid the foundation of a collection of chemical and physical apparatus. Additions have been made from time to time, and now no necessary apparatus is wanting. The electrical call bells serve as a great aid in teaching electricity. There is telephone and telegraph apparatus. In fact the institution claims to be as well prepared to teach the natural sciences as any colored school in the country.

THE LIBRARY.

1880 an effort was made by the students for the formation of a ence library. Prior to that time the school had suffered greatly that want. A tax of 5 cents per month (the only charge for ding the school) was imposed for the formation of this library. money bought the first 40 books. That tax was paid for several and yearly additions made to the library. The citizens gave aid in this work, by presenting many instructive and useful books. ressman Manning and Senators Bruce and Lamar are gratefully ioned in the school catalogues for their thoughtfulness in sending ic documents of value. There are now over 3,000 volumes well ted and a fine globe.

EXPENSES.

tuition is charged. Each student is required to teach at least years (not gratuitously however) in the public schools of the . Board ranges from $7.50 to $9 per month; by "messing" her this may be reduced to $4 per month. Books are furnished e State to the pupils, who are not charged for them unless they st or damaged, but a book rental is collected.[1]

ALCORN AGRICULTURAL AND MECHANICAL COLLEGE.

is institution, named for the late Governor James L. Alcorn, is ed at Oakland, Claiborne County. It was incorporated on the of May, 1871. As in the case of the Agricultural and Mechanical ge (white), it "owes its existence primarily to the act of Congress oved 2d of July, 1862, donating public lands to the several States Territories which may provide colleges for the benefit of agricul- and the mechanic arts."[2]

e principal provisions of the charter are these:

That the governor, with the consent of the senate, shall appoint a dent and ten trustees, who shall be a body corporate, with the l powers, and especially that to hold and convey real and personal erty.

That the object of the corporation is the establishment and man- nent of a seminary of learning, to be styled the "Alcorn University ississippi," for which purpose the sum of $50,000 per annum, for a d of ten years, beginning 1st of July, 1871, was appropriated.

That a site and building for the immediate establishment of the rsity shall be purchased by the trustees.

Free scholarships of four years' duration are to be awarded on etitive examination. The number of scholarships is limited from each county or representative's district, except that ty having two or more representatives is entitled to a scholars

[1] Catalogues from 1872-73 to 1887-88.

[2] See this title in chapter on the "Agricultural and Mechanical College."

for each representative. The holder of a scholarship from any county or district is entitled to a bonus of $100 per annum from the common-school fund of the county or district.[1]

On the same day, May 13, another act was approved, which directed that three-fifths of the agricultural land-scrip fund should be invested for the benefit of a university to be dedicated to the education of youths of color. Alcorn University was, by its charter, declared to be the owner of that three-fifths.

Pursuant to the act of incorporation grounds and buildings were purchased. The property selected was that of Oakland College, situated at Oakland, 5 miles east of Rodney, and in Claiborne County. It consisted of 235 acres of good land, eligibly located, with fine brick buildings, in good repair, capable of accommodating 500 students. The purchase price was $42,500.[2]

Three competent professors were employed, and the institution was opened February 7, 1872. The experiment of the higher education of the colored youth could not have been tried under more favorable auspices. The annual appropriation was munificent; the college property, the result of lavish expenditure of thought and labor and money by the white people of the State for one of their own most cherished institutions; the premises, rich in scholastic associations and traditions, most excellently appointed, and ample in extent. The catalogue of the year 1873–74 thus describes the property:

The campus, in which are situated the university buildings, is a beautiful oak grove, interspersed with flowering crape myrtles and tall pines, and elegantly festooned with long gray moss gently undulating, and clothed in a perennial dress of verdure, pleasing to the eye and conducive to health and quietude. It is far removed from the contaminating influence of town or city life. There are no haunts of dissipation to lead the unwary astray; but in the country, in the midst of a moral and highly cultivated community, the student is continually surrounded by all those influences which tend to develop his moral character during the period of his intellectual training.

The buildings were all erected for academic purposes. They consist of a chapel, three brick dormitories, and a number of frame cottages devoted to the same purpose, two college literary society halls, a president's house and refectory, with all necessary outbuildings for an establishment complete within itself, dedicated to the purposes of the maintenance and education of youths.

The chapel is a large, substantial brick building three stories in height and of dimensions 65 by 112 feet. It contains rooms for recitations, philosophical apparatus, laboratory, cabinet, library, and a hall sufficiently large to seat 900 persons. It has been thoroughly repaired, painted, and renovated throughout; the recitation rooms have been provided with new desks and furniture, the walls whitened, and every apartment presents a neat and cheerful appearance.

The dormitories are two-story brick buildings 45 by 48 feet, each capable of accommodating 32 students. They are comparatively new, with substantial slate roofs, hard-finish ceilings, dry, airy, and comfortable; these have also been thoroughly repaired, painted, and renovated. The frame cottages, five in number, have also

[1] Laws of 1871, p. 716.

[2] Governor Powers's annual message, House Journal, 1876, p. 19; catalogue of 1873–74.

repaired and renovated. All the dormitories are furnished with good new
ads and comfortable bedding, and contain grates, tables, washstands, and
.

literary halls are elegant brick structures, two stories in height, about 50 by 80
nd well adapted for literary exercises. The lower room in each building is
hed with handsome bookcases and the upper stories furnished for society
No institution in the country has better facilities for the purposes so indis-
ble to the proper education of the American student. These halls have been
ted and such necessary repairs put upon them as would preserve them from
to decay. One of them will, for the present, be used as a dormitory in case
cessities of the university demand it.

refectory, or boarding house, is a large two-story frame building, with a base-
the basement contains the dining hall, a room capable of seating 200 students,
eroom, and a pantry. The upper stories are devoted to the superintendent and
, and rooms for the employees of the institution. This building, though frame,
nicely repainted white, with green blinds, and extensive balconies, presents a
ome appearance, and is well calculated for the purpose for which it was con-
ed. A commodious kitchen, furnished with a fine cooking range, and a capa-
washhouse, are among the outbuildings attached to the refectory.

president's house is a handsome two-story frame with basement. It has been
painted white, with green blinds, and was comfortably furnished by the exec-
committee at the opening of the university in 1871. The furniture as well as
ilding is thus the property of the institution. This building is situated con-
it to the chapel and dormitories, and enables the president at all times to keep
chful eye over the discipline and conduct of the students.

fessors' houses. There are several other frame cottages, belonging to the insti-
and situated on its grounds, adapted to the use of professors and their fami-
several of these cottages are commodious and comfortable, having been erected
e use of the members of the faculty of Oakland College.

farm of the university consists of 235 acres, which will be increased to 275
by the addition of the "Hunt tract," on the 1st day of January, 1874. The
s diversified in character, and well adapted to the various purposes of a model
erimental farm. It contains hill land and valley, with 25 or 30 acres of rich
n, which can be irrigated at all seasons from an elevated lake or pond, and is
dapted to grasses. The land is all of more than average richness and produces
corn, cotton, and all other crops germane to the climate. A fine orchard con-
g of 500 selected trees of different varieties of peach, pear, apple, etc., has been
t, and is in a thrifty growing condition. It is the intention, as it is the duty
institution, to make the farm a model of agricultural beauty and fertility,
o develop a high order of scientific as well as practical agriculture. Good
antial fences have been built around all the improved land, and the whole
will be put under fence without delay.

. . . . . .

buildings have all been put in thorough repair. The campus and improved farm
been inclosed with handsome and substantial fences; a washhouse and barn
been built, cisterns dug, and many necessary improvements made. The farm
een kept in a condition of cultivation, under the management of a capable
ilturist, and the chair of the mechanic arts is filled by a competent and prac-
nstructor, as required by law.

. . . . . .

LIBRARY, CABINET, APPARATUS, ETC.

Oakland College, in its long years of successful educational labors, accumu
a fine library of several thousand choice volumes; also a very complete collec
of natural history, geology, mineralogy, botany, and curiosities. By permis
nd request of the trustees of Oakland College, from whom the Alcorn University

was purchased, these valuable accumulations were left in possession of the present institution. While not absolutely the property of the Alcorn University, they remain in its charge, and it is not anticipated that they will ever be removed. It is hoped that at no distant day the university will be able to purchase them. At all events, the trustees of Oakland have indicated no disposition to deprive the university of these invaluable adjuncts to her educational advantages. They are open to the inspection of students and visitors, and are not among the least of the benefits which Alcorn is enabled to afford her students over other educational institutions of the State.

The philosophical and chemical apparatus is also very elaborate and complete.

When the institution opened it seemed to have entered on a career of usefulness with every favorable prospect of success. It was under the presidency of Hon. and Rev. Hiram R. Revels, D. D. and ex-Senator of the United States, and himself a negro. A high curriculum was devised. During the first session, 117 students were enrolled; during the second, 179; during the third, 172.

The trustees, at a meeting in July, 1872, at the expiration of the first session, established an agricultural department, intended to be so conducted as to afford remunerative wages to all students who should desire to pay their way at the university. The scheme of the institution was to give prominence to the industrial department by affording ample instruction in practical agriculture, systematic farming, and mechanical pursuits. For the maintenance of the agricultural and mechanical department not only had the university its general appropriation from the State, but also the $123,150 of 8 per cent State bonds, proceeds of the land scrip.[1]

In the session of 1873–74 the faculty had increased to three professors (including the president), two tutors, two assistant instructors, one lecturer, and one superintendent. Quite a number of employees were engaged in the kitchen, dining hall, and washhouse.

The superintendent was engaged in the supervision of the farm of about 90 acres and had general charge and management of the boarding hall and its appendages and of the grounds and property of the institution.

A superintendent of mechanic arts was also provided for, in compliance with the terms of the agricultural land scrip grant. He was a practical carpenter and at this time, 1873–74, had been employed exclusively in working on the buildings.[2]

Prosperous as matters seemed to be financially, however, and favorable as were all the surroundings, there was yet trouble on hand. Discord had crept into the faculty. Dr. Revels, the superintendent, and others disagreed. In 1874 Dr. Revels was removed from the presidency. The students rebelled, and the upshot of it all was that the matter got not into the courts, but into the legislature. A committee of investigation was appointed, and on its report an act to reorganize the univer-

[1] Governor Powers' message; House Journal, 1873, p. 20; ibid., 1874, p. 19.
[2] House Journal, 1874, p. 126.

was passed. Its preamble is literally and its main provisions tantially as follows:

ereas great dissatisfaction exists in the public mind in relation to the present gement of Alcorn University; and whereas a majority of the students have rawn from the university in consequence thereof and a number of the faculty been dismissed, and yet the present board of trustees seem unable to bring a satisfactory adjustment or such relief as is necessary to the success of said rsity: Therefore—

ll officers, teachers, and trustees were discharged.

he office of treasurer was abolished and the State treasurer made ex officio rer of the university.

hat within a reasonable period the governor should appoint a new president oard of trustees, who should reorganize the university, provided that during ar 1875 only the preparatory department should be put into operation.

ll annual appropriations theretofore authorized were withdrawn save the l sum of $15,000 for current expenses.

he governor was made ex officio president of the board of trustees, with power ove any member of the board at discretion.

he boarding hall was to be rented out, provided no student should be compelled rd there.[1]

should be remembered that this was not partisan action. That lature was largely Republican, with a great percentage of negro bers, and the governor was Gen. Adelbert Ames.

ree days afterwards, in the general appropriation bill, it was further ided that the Alcorn and Oxford universities should be equally led to the interest on the agricultural land script fund, and that the of that interest assigned to Alcorn University should be in addi- to the $15,000 appropriation.[2]

is action, by which the income of the university was cut down from t $60,000 to about $20,000 per annum (and, indeed, a year later to 00), staggering, as it seemed, was not in fact so injurious to the tantial interests of the institution as it would appear. There was sed for so much money. The concern, on the scale on which it was cted, was premature. There was no populace to supply the sub- needing the higher order of education that would entail such y expenditures—a fact made manifest, if it were needed, by the ts of the legislative committee. Indeed, to the legislature of 1873, rst which met after the university had begun actual work, Gover- Powers said in his annual message:

annual appropriation now provided by law will be more than sufficient to sup- he institution, and one-half of it may, for the present, be safely applied to ding educational interests in other portions of the State.[3]

e free scholarship system was also abolished by the legislature of by the same act which abolished it in the University of Missis- . As a matter of course, this measure had a marked effect in ing the attendance of students.

[1] Laws of 1875, p. 127. [2] Ibid, p. 36. [3] House Journal, 1873, p. 20.

In his annual message, on the 3d of January, 1877, to the legislature, Governor Stone says:

I am glad to be able to state that Alcorn University bids fair to become what its founders designed it to be, to wit, a first-class university for the education of the colored youth of Mississippi. * * * Feeling a warm and deep interest in its welfare and success, I appointed a board of trustees composed of gentlemen who, I was assured, felt a like interest in Alcorn University. On the 20th day of July last I tendered the position of president to Hon. H. R. Revels, feeling confident that he, above all others, could place the university upon a prosperous footing. Dr. Revels accepted, and immediately entered upon the discharge of his duties. The result has been most satisfactory and gratifying. * * * The change of management has restored confidence.

By the legislature of 1878 was passed the "act to establish and organize agricultural and mechanical colleges and to regulate the government of the same." The objects of this statute were two—the establishment of the Agricultural and Mechanical College for whites, now located at Starkville, and the further reorganization of the Alcorn University. Its principal provisions as to the Alcorn University are these:

Section 1 changes the name of the institution to "The Alcorn Agricultural and Mechanical College of the State of Mississippi."

Section 9 vests the board with all powers necessary and proper for the maintenance of a first-class institution at which the youth of the State might acquire a common-school education and a scientific and practical knowledge of agriculture, horticulture, and the mechanic arts; also of the proper growth and care of stock, without, however, excluding other scientific and classical studies.

Section 13 gives to Alcorn College one-half of the interest on the agricultural land scrip fund.

In his biennial message of January 3, 1882, Governor Stone says:

This institution is as prosperous as the impoverished condition of the colored people of the State will warrant. There were in attendance last year 160 students, and but for the failure to realize their anticipated profits from the cotton crop, which was so seriously injured by the early and continued rains, the number would have been much larger. * * * The president, in his report to the board of trustees, asks that the appropriation be increased to $12,000. I respectfully recommend that the appropriation be made as requested. Dr. Revels in his report says: "My people are not wanting in appreciation of or gratitude for what the State of Mississippi is doing for them in appropriating this valuable and desirable property for the education of their sons and in the annual appropriation of a large amount of money for the support of the same. But their poverty has prevented them from evincing their appreciation and gratitude by sending their sons to the institution, as they otherwise would have done."

This college has unquestionably accomplished much good in educating a large number of young colored men, who, in most instances, are honorable men and good citizens and whose influence is being exerted to improve and elevate their race. It is one of the institutions of the State. You are its guardians, and I trust you will provide for its support.[1]

Dr. H. R. Revels resigned the presidency in July, 1882, and Prof. J. H. Burrus, of Tennessee, an experienced educator, was elected and

[1] Senate journal, 1882, p. 25.

ned control in September following. One great difficulty the ution encountered at this period, and, indeed, throughout its his- was the broken and irregular attendance of its pupils, few ining the entire session. The faculty was composed of the presi- two professors, and one tutor. The college was practically a al school for the education of colored teachers, though agriculture aught with some success, except that few students ever engaged usly in farming. Nearly all educated negroes are inclined to ing.[1]

eaking of the agricultural department, in his report of December, President Burrus says:

greatest difficulty in this department is to find as much work for our students y are desirous of doing, and in the further fact that, owing to a lack of suffi- teaching force, the work done can not be made as completely instructive as the ter of the school makes it very desirable it should be.

superintendent of the farm assures me the students in his agricultural classes, hose working on the farm under his directions, manifest increasing desire to more about the improved methods of farming. * * * At the Colored State ield in Jackson during the last week of October, the special premium by Mr. n the shape of a calendar clock, valued at $15, for the best display of school by any one school in the State, was awarded to Alcorn Agricultural and nical College; Judges J. M. Arnold and T. E. Cooper, of the State supreme and ex-United States Senator B. K. Bruce being the judges in that department. distinguished governor, when opening the late Colored State Fair at Jackson, nstly remarked that Mississippi is the only State in which there is an agri- al college officered by colored men and fairly supported by the State for the tion of her colored citizens.

EXPENSES.

e expense of attendance for the whole nine months need not d $75. This does not include tuition, which is free to Mississippi nts.

LIBRARY.

library is open to students an hour each afternoon. From the librarian's the following statement is taken:

| | |
|---|---|
| er of books for general reading in the library | 855 |
| er of books from department at Washington, etc | 973 |
| r of pamphlets | 884 |
| Total | 2,612 |

t of the students manifest much interest in reading. The preference is for y, biography and poetry. The number of books taken out, read, and returned the last term reported is 294. * * * At the above rate, nearly all of the oks on general reading will have been read before next June.

EDUCATIONAL HELPS.

mportant helps in the educational work aimed at might be mentioned a cal a fair collection of geological, mechanical, historical, and natural scien ens, among which are some very rare and interesting; a library containi

[1] Senate Journal, 1884, p. 27; Governor Lowry's message.

some good books, to which others are soon to be added; two literary societies, the Alcorn College Lyceum, organized some years ago, and the Literary Gem, organized during the year 1884–85; the Y. M. C. A., al o organized during the same year, and a college brass band. A reading room has also been started. During the year lectures before the students and friends are delivered from time to time.

APPROPRIATIONS.

The appropriations made by the State for this institution thus far have been as follows:

| | |
|---|---|
| Years 1871 to 1874, $50,000 per annum | $175,000.00 |
| Year 1875 | 15,000.00 |
| Years 1876 and 1877 | 8,642.50 |
| Years 1878 to 1881 | 9,285.00 |
| Years 1882 to 1887 | 31,927.50 |
| In 1882, special, for improvements | 11,000.00 |
| Years 1888 and 1889 | 7,642.50 |
| Years 1890 and 1891 | 9,642.50 |
| In 1890, special, for improvements, etc | 2,500.00 |
| Total | 270,640.00 |
| Add interest on agricultural land scrip fund to January 1, 1891, being $5,678.75 per annum | 116,991.25 |

The attendance for the ten years last past has been:

| Year. | Males. | Females. | Total. |
|---|---|---|---|
| 1880–81 | | | 124 |
| 1881–82 | | | 130 |
| 1882–83 | | | 113 |
| 1883–84 | | | 141 |
| 1884–85 | 193 | 18 | 211 |
| 1885–86 | 201 | 15 | 216 |
| 1886–87 | 191 | 18 | 209 |
| 1887–88 | 225 | 12 | 237 |
| 1888–89 | | | 216 |
| 1889–90 | | | 245 |

Since 1887–88, the catalogue has not been so printed as to distinguish between the sexes.

The alumni thus far, number 46, graduated as follows: In 1884, 4; in 1885, 1; in 1886, 2; in 1887, 9; in 1888, 6; in 1889, 9; in 1890, 15.

FACULTY AND OFFICERS.

John H. Burrus, M. A., president and professor of mental and moral philosophy and constitutional law, also teacher of literature and chemistry; James D. Burrus, M. A., professor of mathematics, geology, and practical agriculture, and superintendent of the farm; Rev. John C. McAdams, B. A., assistant professor of English and instructor in bookkeeping and political economy, and college pastor; Joseph Anderson, assistant professor of natural sciences, instructor in vocal music, and librarian; Rev. John W. Hoffman, B. D., Ph. B., instructor in physiology, botany, zoology, and secretary of the faculty; John A. Martin, B. S., instructor in English branches and writing; Benjamin F. Shannon, B. S., instructor in English branches and writing.

## Chapter XV.

### THE COMMON SCHOOLS OF MISSISSIPPI.

#### THE COMMON SCHOOLS PRIOR TO THE CIVIL WAR.

; it be remembered that from the year 1803 schools in this State
established or aided by the sixteenth sections donated by Con-
; from the year 1821, to a small extent, by the literary fund
lished by the State.

out the year 1844, stirred by the tide of immigration and the
ing illiteracy in the State, and perhaps by the agitation of the
enth-section question, the general subject of common-school educa-
began to attract far more attention than ever before. A leader in
agitation was the Hon. A. G. Brown. Too much praise can hardly
corded to this gentleman for his unflagging interest in the subject
ucation. His broad sympathies pervaded the whole field. It was
influence, probably, which led to the passage of the charter of the
University in 1844, and the statutes in 1846 appropriating the
necessary to effectuate that charter, notwithstanding bitter local
sition. We shall now see him laboring earnestly for the humbler
gh not the less important cause.

the year 1843 Mr. Brown was a candidate for the office of governor
e State. Previous to the election he issued an address to the
le in which he urged "the establishment of schools in which every
white child in the country may secure, free of charge, the advan-
of a liberal education."

. Brown was elected governor, and on the 10th of January, 1844,
ered before the legislature his inaugural address, in which he
led with great eloquence for a general system of common schools
h should be open to all and at which the poor should be educated
s.

e governor's appeal failed of its designed effect, that is, for this
But it reached the people. They were ready for it, if the legis-
e was not. Nor did his labors cease here. When the legislature
rned without passing any bill for common schools, he determined
cupy a portion of the time during the vacation in pressing the
r forward.

ong other things, he issued to the presidents of the boards o
e in the different counties a circular letter making full inquiries
gard to the management, status, and fruits of the sixteenth sec
. He invited the Hon. James S. B. Thacher, then a judge of the

high court of errors and appeals, and who was probably supposed by the governor to be especially well prepared to do so, since he was a native of Massachusetts and had been reared and educated in Boston, to devise a scheme of public education. The judge, accordingly, addressed an open letter on the subject to the governor, which, in the autumn of 1845, was published in full by many of the newspapers of the State.

Not only was the governor moving in the matter of public education, but also the people were bestirring themselves. At a meeting of citizens of the Democratic party in Wilkinson County, held on the 10th of June, 1845, for the purpose of selecting delegates to the State convention, elaborate resolutions in favor of the establishment of public free schools were adopted, and the delegates nominated were instructed to press the matter in the convention.

This action is claimed to have been the first occasion on which the cause of public education was adopted as a portion of a party platform in this State. The matter was a feature of the campaign. On the 18th of October the Whig candidates for the legislature, Stewart, Simrall, and Netterville, published an open address to the voters, in which they also advocated such schools, but took issue as to the method of support.

To the legislature of 1846 Governor Brown made another and stronger appeal, to which it responded by passing the act of March 4, 1846, the first statute in Mississippi contemplating a uniform and general system of common schools. Its main provisions are as follows:

The boards of county police in their respective counties were required to appoint a board of school commissioners to consist of five members, one from each police district. The school commissioners were required to meet quarterly at their respective court houses, to elect from their number a president and a secretary, and were authorized to adopt by-laws, also to designate what schools should be deemed common schools, and to have the general superintendence of them. They were also authorized to license teachers for such schools. Such teachers were authorized to draw from the county school fund such compensation as should have been contracted for between themselves and the commissioners. The boards of police were empowered to levy special taxes for common-school purposes, provided the consent of a majority of the resident heads of families in each township should be given in writing before such levy should be made on the inhabitants of such township. All escheats and fines, forfeitures and amercements, and all moneys arising from licenses granted to hawkers and peddlers, keepers of billiard tables, retailers of liquors, and brokers, together with the special taxes aforesaid, were set apart for the school fund in the respective counties. The sixteenth-section funds were ordered to be delivered by the trustees to the commissioners, and they were required to see that the sections still on hand should be leased, all of the sixteenth-section funds and income being kept so that each township

d receive its own, as before. The commissioners were further red to make full reports semiannually to the secretary of state, was made, ex officio, general school commissioner of the State, and red to register such reports and to publish abstracts of them.

e local self-government principle, however, was so deeply rooted e minds of the legislature that they incorporated into the act a sion that any township should be exempted from its provisions if jority of the heads of families should file a written protest with lerk of the police board on or before the 1st of March in each also special modifications were granted as to six cities and ships.

hen the news went out that the legislature had passed a common- l law, there was rejoicing in the State; it seemed that a better was near. But there came a quick revulsion. The text of the te was circulated and after a brief hesitation in order to ascertain ly what it meant, and some efforts to put it into practical opera- a great outcry was raised. It was denounced as being "a law h is no law, for it contains within its own bosom the seeds of uction. It is made a suicide, holding in its own hand the knife to s own throat. Any township can nullify it by a simple protest; (it was asserted) every township that has an amount of funds than an equal proportion with the whole will most probably fy and thus defeat the object of the law." Another objection was e point that even where the township did not thus positively lify" the statute, the taxing power was made conditional on the t, expressly given, of a majority of the heads of families; and such assent in the great majority of instances would not be given. s urged furthermore that the statute was puzzling and ambiguous, at it did not repeal all the previous acts on the subject of educa- and start anew from the foundation up, as it should have done, only repealed such of these as were in conflict with its provisions, leaving room for all sorts of ingenious and troublesome and com- ted constructions. Other objections of a more or less grave acter were urged; also some that were captious. It was com- y stated that the contending political parties, in their factious versies, had sacrificed a nonpolitical and vital interest, which professed to uphold. Yet, crude as the statute manifestly was, nept as it was claimed to be, it will not do to say that it was fruit- It was the initial step toward better things.

the next legislature, in his message of January 3, 1848, Governor n said:

common-school law of the last session has not fulfilled the anticipations of ends. * * * Its immediate repeal, and the substitution of an act more lance with the suggestions contained in my message at the opening of th n in 1846 is respectfully recommended. * * * The educational wants tate require the establishment of a normal school where young gentlem dies may be educated for the profession of teaching.

What influence Governor Brown might have wielded in this matter had he remained in office can not now be told. This was his last message, and in a few days he was on his route to the meeting of Congress. The legislature did not observe his recommendation. That body seems to have gone to pieces on the subject of education, and the result of their labors was no less than four distinct statutes, all approved on the 4th of March, 1848, and all devising different plans. One statute applied only to six counties; the second, to five counties; the third, to seven counties; the fourth, to seventeen. As to all other counties in the State, except the thirty-five embraced in the four statutes above mentioned, the act of 1846 was left untouched. Thus were introduced into the educational management of the State five distinct schemes.

The educational movement of that period is a curious study. The carping criticism and the generous indulgence, the pessimistic forecasting and the wide-eyed faith, the short sighted temporizing and the far-reaching prevision, all were most strikingly exhibited; but the universal innocence among both foes and friends of all just conception of the cost of the movement in dollars and cents is wonderful. Yet the cause was moving on.

The general school commissioner made to the governor a report under date December 26, 1849. This report, although it embraces but a dozen of the counties, with its lights and its shadows, may fairly be taken as an exposition of the working of the school systems throughout the State. In some counties nothing was done, in others a little, in yet others more, in none very much. Yet, still it was progress; and it is due to the people to remember that this was the decade when the tide of immigration still more strongly swept in, bringing all of its inseparable rubbish and frictions. The population of the State sprang from 297,500 to 606,500. This fact must be kept in sight.

A closer and clearer view of the work may be had from a report made by the county superintendent of Hinds County. He said, among other things:

> I think we may safely reckon as one of the happiest results of this law the practical demonstration which, as an experiment, it has furnished that a system of common schools aiming to carry the means of instruction to all can live in this State. * * *

*Schools and school funds.*

| | |
|---|---|
| Number of children between the ages of 6 and 20, September, 1848 | 2,540 |
| Number attending common schools, including Jackson free schools | 1,361 |
| Number attending private schools | 264 |
| Number of common schools | 47 |
| Number of private schools | 11 |

It has been already pointed out that a great evil of this period was an invincible tendency to local and privileged legislation. The following extract from the report of the general superintendent for the year

will show to what undue extent that notion was carried and its
ıtrous consequences:

the session of the legislature in 1850 special acts upon the subject of the schools
passed for a large number of counties. The special legislation upon this sub-
ıas virtually repealed the law providing for a general system of common
ls in the State. On examining the various laws upon this subject, repeals and
ctments, special and supplemental laws, the subject is thrown into such a
of confusion that it is difficult to tell what the law is. In December, 1849, my
cessor made an elaborate report to the governor in which he states that in his
ous report he was able to report from one-fourth of the counties in the State,
egrets that in his present report he could present the condition of schools in
leven counties. And I now have to report that during the last two years
ıs from three counties only have been made to this office. This is owing to
ecial laws passed for most of the counties which are not required to report
ndition of the schools to the secretary of state. It is not so much my purpose
ke a report upon schools as to show why I have not done it, and also to show
espect to those counties who have made their reports.

ıis sharp stricture, and others, seem to have done no good. The
alized legislation continued. The act of March 15, 1852; that of
ch 8, a second of March 8, that of March 12, that of March 10,
of March 16, and that of February 5, all were of the same nature.
lso were those of October 14, 16, and 18, 1852; and those of the
and 19th of November, 1857. The legislature of 1859–60 passed
ss than twenty-six of such statutes.

ıder such management the schools drifted along to the period of
ivil war, doing some good, more in some localities than in others,
ırse, but in all crippled, in many paralyzed, by the want of a
ırm and vigorous policy.

### THE COMMON SCHOOLS SINCE THE CIVIL WAR.

ı the 17th of January, 1867, a meeting of the teachers of the State
held in Jackson, for the purpose of organizing a State association,
ıat meeting the following resolutions were adopted, among others:

*olved*, 1. That the enactment of a common-school system that shall meet the
or necessities of the entire population is a desideratum of the utmost
tance.

That it is the duty as well as the interest of the State, through its legislature,
ablish and maintain normal schools in different parts of the State for the pur-
of educating colored teachers, so that they may be qualified to labor as teachers
g the colored population of the State.

That it would be for the interest of the people and the promotion of education
e a uniform system

e plans of the teachers were never carried out, or at least carried
y their initiative. The reconstruction measures intervened. How-
the reconstruction constitution of 1869 was framed and adopted.
one of its provisions was that it should be the duty of the legis
to establish a uniform system of free public schools, by taxation o
wise, for all children between the ages of 5 and 21 years. The firs
lature to convene under that constitution met January 11, 1870, an

it passed the act of July 4, 1870, entitled "An act to regulate the supervision, organization, and maintenance of a uniform system of public education for the State of Mississippi." It is a most elaborate statute, covering with its supplements of that session no less than 21 printed pages. The substance of it is as follows:

Each county in the State was constituted a school district, and so was each incorporated city containing more than 5,000 inhabitants. Free public schools were ordered to be maintained in each district for a period of four months or more in each year, affording suitable facilities to every resident youth between the ages of 5 and 21 years. The State board of education provided for by the constitution was given the general management of the common-school fund, including all donations and appropriations thereto, was required to appoint for each county a suitable county superintendent, and was given the power to remove such superintendents for incompetency, misfeasance, or nonfeasance, and authorized to fill vacancies. The State superintendent was made the presiding officer of the State board; was given the general supervision of all public schools, with the power of visitation; was authorized to prescribe rules for the organization and conducting of the schools and to decide all controversies about school management; was required to provide for the holding of annual teachers' institutes in each Congressional district and to make full reports to each legislature. The county superintendents were given the general supervision of the schools of the county and required to visit them at least once in each term; were authorized to examine the applicants for employment as teachers and to grant certificates according to their grade of scholarship to be good for not more than one year; were required to perform such other duties as the State superintendent or the State board might designate. In each school district a board of school directors was provided for, to which was committed the general management. The various boards of supervisors were required to levy annual taxes to meet the estimated expenses, which were to be collected by the county tax collector, provided that the schoolhouse tax should not exceed 10 mills on the dollar nor the teachers' tax exceed 5. The various county treasurers were made the custodians of the school funds and required to disburse them only on the warrants of the presidents of the school directors.

These statutes were substantially reenacted in the Revised Code of 1871.

At the first there was much opposition to the system. The opposition was not to the education of the negro. The resolutions of the State Teachers' Association already set forth and the later history of the State make that fact plain. It was to the means and the people by which that education was undertaken.

However, even that opposition did not last long. Although very bitter in some sections of the State it soon died away, and in the

inhabitants. Under these statutes the following schools have established:

*Statement of separate district schools, 1888–89.*

| ocation. | Grades. | Months. | Boys. | Girls. | City levy. | Total income. | Salaries per month. | Value of building. | Faculty. | Principal. |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | *Mills.* | | | | | |
| en | 11 | 10 | 112 | 124 | 3 | $6,200 | $75 to $50 | $30,000 | 9 | Mrs. Annie T. Sale. |
| Louis | .... | .... | .... | .... | .... | .... | .... | .... | .... | No report. |
| | 7 | 7 | 116 | 126 | 5 | 1,205 | 60 to 30 | 5,000 | 5 | C. D Lancaster. |
| n (female) | 9 | 7 | .... | 89 | 3 | 1,500 | 50 to 30 | 1,000 | 4 | Miss F. A. Johnson. |
| n (male) | 9 | 7 | 55 | .... | (a) | (a) | 50 to 30 | 500 | 2 | T. E. Lamb. |
| ,ayes | 9 | 7 | 45 | 50 | 3 | 2,250 | 60 to 45 | 4,000 | 2 | S. E. A. Stuart. |
| (female) | 8 | .... | .... | .... | 3 | 3,234 | 55 to 35 | .... | 3 | Mrs. Ann Webster. |
| (male) | 8 | .... | .... | .... | (a) | (a) | 55 to 45 | .... | 2 | W. R. Jones. |
| ille | 5 | 10 | 50 | 70 | 4 | 2,400 | 65 to 40 | 6,500 | 3 | W. R. Mabry. |
| ous | 10 | 10 | 324 | 325 | 3 | 9,400 | 119 to 40 | 70,000 | 12 | J. M. Barrow. |
| | 8 | .... | 125 | 209 | 3 | 1,800 | .... | 3,000 | 6 | C. P. Elgin. |
| Springs | 8 | 10 | 137 | 136 | 5 | 2,200 | 125 to 40 | 800 | 7 | H. J. Fry. |
| ille | 9 | 9 | 205 | 176 | 1½ | 5,100 | 75 to 40 | 10,000 | 9 | E. E. Bass. |
| a | 6 | 9 | 87 | 70 | 4 | 1,740 | 100 to 25 | 11,000 | 6 | H. J. Phillips. |
| urst | 8 | .... | 172 | 152 | .... | .... | 100 to 40 | 20,000 | 8 | J. S. Perrin. |
| Springs | 9 | .... | .... | .... | .... | .... | 100 to 50 | 5,000 | 4 | W. A. Anderson. |
| n | 10 | 9 | 239 | 221 | 3½ | 5,000 | 150 to 20 | 40,000 | 12 | J. C. Brooks. |
| ake | 12 | 9 | 129 | 130 | 4 | 2,200 | 90 to 25 | 2,500 | 6 | W. D. Berry. |
| | 10 | 10 | 120 | 140 | 5 | 4,000 | 100 to 40 | 12,000 | 6 | W. F. Muncrieff. |
| a | 10 | 10 | 307 | 419 | 3 | 14,200 | 200 to 40 | 50,000 | 20 | A. A. Kincannon. |
| | .... | .... | 221 | 280 | .... | .... | 100 to 40 | 40,000 | 13 | Wm. H. Ker. |
| | 13 | 10 | 170 | 181 | 6 | 4,000 | 120 to 40 | 15,000 | 7 | J. G. Wooten. |
| a | 6 | 10 | 140 | 210 | 3 | 4,500 | 75 to 40 | 25,000 | 7 | Thos. C. Walton. |
| ilson | 6 | 9 | 64 | 61 | 3 | 1,500 | 75 to 30 | 3,500 | 3 | Miss A. M. Kinnard. |
| | 10 | 9 | 105 | 95 | 5 | 3,300 | 100 to 40 | 5,500 | 6 | J. W. Tinsley. |
| ille | No. | 10 | 70 | 50 | 5 | 1,100 | 60 to 30 | 1,200 | 4 | W. R. Saunders. |
| | 5 | .... | 102 | 108 | .... | .... | 55 to 25 | 4,500 | 5 | Miss C. A. Lamkin. |
| | 6 | 10 | 108 | 148 | 3 | 4,000 | 100 to 35 | 12,000 | 9 | W. A. Belk. |
| urg (female) | 8 | 10 | .... | 410 | 4 | 12,286 | 125 to 40 | 18,000 | 8 | E. W. Wright. |
| urg (male) | 8 | 10 | 301 | .... | (a) | (a) | 75 to .... | 7,500 | 7 | H. P. Simrall, jr. |
| Valley | 10 | 9 | 251 | 255 | 7½ | 5,287 | 125 to 35 | 16,000 | 11 | F. P. Elliott. |
| s | 9 | 9 | 255 | 275 | 3½ | 2,837 | 111 to 25 | 12,000 | 8 | E. L. Bagbood. |
| ulut | 9 | 10 | 168 | 187 | 3½ | 6,050 | 150 to 20 | 20,000 | 13 | T. J. Wooffer. |
| a (female) | .... | 10 | .... | 189 | .... | 2,500 | 75 to 30 | (b) | 6 | J. T. Zealy. |
| a (male) | .... | 10 | 130 | .... | .... | (a) | 75 to 30 | 3,100 | 2 | G. W. Smith. |
| City | 9 | 9 | 97 | 117 | 3½ | 6,483 | 130 to 45 | 20,000 | 7 | J. H. Leckey. |

a Above. b Rented.

NOTES OF INTEREST IN REFERENCE TO THE ABOVE SCHOOLS.

e female school at Brandon is the Brandon Female College, estab-l by Miss Frank A. Johnson in 1865. It has had a long and use-ıreer.

e Columbus school is the Franklin Academy, on which there is a al chapter.

e Natchez school was established in 1845, on much the same plan w, through the efforts mainly of Alvarez Fisk. Its branch for col-children cost $30,000.

e Summit school is a Peabody school, and was once given $1,000 nnum from that fund. Organized in 1867.

e Vicksburg school was opened in 1845. About 1850, Dr. J. G. ınd, the distinguished author and editor, was its principal.

e Wesson school lost its handsome building by fire in 1890.

ıeral of these schools are provided with valuable libraries ar ratus; the Meridian school has 5,000 volumes, and the Bilk l a 6-inch telescope.

a specimen school of this class, a statement is appended of

Greenville school. It seems to be about a fair average. The Meridian, Aberdeen, Columbus, and Jackson schools (especially the first, which has a main school and two branches for the whites) are on a grander scale; but, also, there are others much less extensive.

In conclusion, it remains to say that nearly all of the schools described have branches for colored children, always in separate buildings, but generally under the same principal and trustees.

The following statistical statement is from Superintendent Preston's report:

*Synopsis of statistics.*

Number of separate school districts in the State in 1888-89 ..... 34

| | Male. | Female. | Total. |
|---|---|---|---|
| Educable children: | | | |
| White | 8,968 | 9,746 | 18,714 |
| Colored | 7,858 | 8,579 | 16,437 |
| Both races | 16,826 | 18,325 | 35,151 |
| Number enrolled: | | | |
| White | 4,723 | 5,398 | 10,121 |
| Colored | 4,044 | 4,990 | 9,034 |
| Both races | 8,767 | 10,388 | 19,155 |
| Number enrolled out of every 100 educable children | 52 | 56½ | 54½ |
| Average daily attendance: | | | |
| White | 2,944 | 3,508 | 6,452 |
| Colored | 2,492 | 2,824 | 5,316 |
| Both races | 5,436 | 6,333 | 11,768 |
| Number in average attendance out of every 100 educable children | 32½ | 34½ | 33 |
| Number in average attendance out of every 100 enrolled | 62 | 61 | 61½ |

| | White. | Colored. |
|---|---|---|
| Per cent of educable children who were in schools | 54 | 55 |
| Per cent of enrollment in average attendance | 63½ | 58¾ |

| | |
|---|---|
| Expended for each educable child | $4.25 |
| Expended for each enrolled pupil | $7.27 |
| Expended for each pupil in average attendance | $12.64 |
| Average number of months schools were in session | 8 |

| | Male. | Female. | Total. |
|---|---|---|---|
| Number of white teachers employed | 50 | 183 | 233 |
| Number of colored teachers employed | 52 | 97 | 149 |
| Number of teachers of both races | 102 | 280 | 382 |

| | |
|---|---|
| Amount expended in salaries of teachers | $124,811.16 |
| Total expenditures in separate school districts | 149,169.07 |
| Average cost of tuition of one pupil for one month | 1.33 |

| | Male. | Female. | Total. |
|---|---|---|---|
| Average salaries per month: | | | |
| White | $60.22 | $41.19 | $51.84 |
| Colored | 45.27 | 26.02 | 31.73 |
| Both races | 67.36 | 35.94 | 42.69 |

| | |
|---|---|
| Assessed valuation of all property in separate school districts | $28,462,335 |
| Assessed valuation of all property in counties containing separate school districts | 90,818,985 |
| Total assessed valuation of all property in the State in 1889 | 158,000,000 |

## THE GREENVILLE PUBLIC SCHOOL.

E. E. Bass, *Superintendent.*

s is a two-story brick building, containing one large hall 30 by 60 feet, and ten tion rooms about 24 by 25 feet.

original plan was for an H building having a large study hall on each floor four recitation rooms (one at each corner) opening into it. This plan was for ne abandoned for want of means, and the rooms on the north end were not built this fall and are now about completed. The entire building is well lighted entilated. It might be much improved, yet as a whole it is very convenient omfortable.

cost of building, very nearly $10,000; yard, 150 by 240 feet; coal and well , and a shed constructed by the boys for gymnasium, which is not yet very itted up.

ckboards made of cement extend around every room. The entire building is hed with patent seats and desks of oak. Upper floor, individual desks; lower, e; cost, $1,000.

re are two complete sets of maps; one large one of Mississippi River; two ng charts, two sets of blocks, and other kindergarten materials. Besides the , the school, from its own resources, has bought a library of 200 books, chem- and apparatus sufficient for all text-book work, and some physical apparatus, re have quite a beginning for a museum. Also have an organ for assembly

Y. M. C. A. of our city have kindly granted the use of two large globes and a ificent microscope.

teachers are elected annually by the board of trustees; a principal and nine ants; highest salary, $75; lowest, $40; average, $56.87½; principal, $1,200.

entire school is divided into nine grades; each grade, except eighth and ninth, divided into classes A and B.

des one, two, and three constitute the primary school.

des eighth and ninth, high school work:

Resumé of United States history with civil government. 2. English history English and American literature. 3. Business arithmetic with algebra and etry. 4. Physics and chemistry with laboratory work. 5. Botany, zoology, hysiology, with microscopic studies. 6. Writing business forms, elements of eeping, drawing from objects. 7. German, Latin reader and Cæsar and . 8. Rhetoric

entire school sing, and are taught the elements of music; all are drilled in sition, elocution, and calisthenics. French and German are extra and are t out of school hours

| | Boys. | Girls. | Total. |
|---|---|---|---|
| [illegible] | 205 | 176 | [illegible] |
| [illegible] | 175 | 148 | [illegible] |
| [illegible] | [illegible] | [illegible] | [illegible] |

| | |
|---|---|
| [illegible] | [illegible] |
| [illegible] 30 | $4,840 |
| [illegible] | 200 |
| [illegible] | [illegible] |

FACULTY FOR 1889-90.

*[illegible] School.* E. E. Bass, principal; Miss Christian, first assistant; Miss [illegible] assistant; Miss Easley, third assistant; Miss Stern, fourth assista [illegible] fifth assista[illegible]t; Miss Finley, sixth assistant; Miss Trigg, seventh a[illegible] Johnston, eighth assistant.

UNITED STATES BUREAU OF EDUCATION.
CIRCULAR OF INFORMATION NO. 3, 1899.

CONTRIBUTIONS TO AMERICAN EDUCATIONAL HISTORY.
EDITED BY HERBERT B. ADAMS.

No. 25.

# HISTORY OF HIGHER EDUCATION

IN

# KENTUCKY.

BY

ALVIN FAYETTE LEWIS, A. M., PH. D.,
*Professor of History in the University of Arkansas.*

WASHINGTON:
GOVERNMENT PRINTING OFFICE.
1899.

SECOND MAIN BUILDING OF TRANSYLVANIA UNIVERSITY. ERECTED 1818, BURNED 1829.

[Whole Number 256

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# LETTER OF TRANSMITTAL.

DEPARTMENT OF THE INTERIOR,
BUREAU OF EDUCATION,
*Washington, D. C., June 26, 1899.*

SIR: I have the honor to transmit for publication as a circular of information the twenty-fifth in the series of contributions to American educational history edited by Prof. Herbert B. Adams. The present number treats of the State of Kentucky, and is by Dr. A. F. Lewis, some time president of the Seminary West of the Suwanee River, in Tallahassee, Fla. In this monograph Dr. Lewis has undertaken to cover, with considerable detail, all phases of education in Kentucky, and has brought together a great mass of facts of much educational importance and but little known.

It will be recalled that Kentucky entered early on the work of education, for by the close of the war of the Revolution a charter had been given to Transylvania Seminary, from which grew the Transylvania University, long and favorably known throughout the West and Southwest.

The public-school system, which was also organized at a comparatively early date, is treated, and the literature of education, extensive although fragmentary in character, is reviewed in a series of bibliographies appended to the various historical sketches.

Very respectfully, your obedient servant,

W. T. HARRIS, *Commissioner.*

Hon. E. A. HITCHCOCK,
*Secretary of the Interior.*

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It will be recalled that Kentucky entered early on the work of education, for by the close of the war of the Revolution a charter had been given to Transylvania Seminary, from which grew the Transylvania University, long and favorably known throughout the West and Southwest.

The public-school system, which was also organized at a comparatively early date, is treated, and the literature of education, extensive although fragmentary in character, is reviewed in a series of bibliographies appended to the various historical sketches.

Very respectfully, your obedient servant,

W. T. HARRIS, *Commissioner.*

Hon. E. A. HITCHCOCK,
*Secretary of the Interior.*

# LETTER OF TRANSMITTAL.

DEPARTMENT OF THE INTERIOR,
BUREAU OF EDUCATION,
*Washington, D. C., June 26, 1899.*

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# PREFATORY NOTE.

In the preparation of this monograph the writer has been kindly assisted by many college officers and others, who have furnished information and cooperated in other ways, but whom it would be impossible here to thank by name. He desires, however, to express especially his obligations to J. W. Black, Ph. D., acting professor of history in Georgetown College, Kentucky, in 1891–92, and now professor of history in Colby University, Maine, for the preparation of the sketch of the former institution; to Hon. E. P. Thompson, ex-superintendent of public instruction, for courtesies extended in connection with the use of the Collins collection and other important historical material in the State capitol; to H. H. White, LL. D., the learned ex-president and professor emeritus of Kentucky University, for the loan of a transcript of the minutes of the trustees of Transylvania University and for valuable data in regard to that institution and Kentucky University, and also to R. T. Durrett, LL. D., the distinguished president of the Filson Club of Louisville, Ky., for the free use of his unsurpassed library of Kentucky history, for personal suggestions, and other assistance.

The facts used in the introduction have been gathered from the remainder of the monograph. Much information has been obtained from Reports of the Commissioner of Education, from catalogues, correspondence and personal interviews with the present executive officers of the different institutions—information usually not mentioned explicitly. Where no other authority is given, a sketch has been prepared exclusively from one or more of these sources.

# Chapter I.

## INTRODUCTION—GENERAL SKETCH.

Partly for covenience of treatment, and partly because the periods are in a general way epoch-making, the history of education in Kentucky may be divided into five parts, as follows: (1) From the settlement of the State to 1820; (2) from 1820 to 1830; (3) from 1830 to 1850; (4) from 1850 to 1870; (5) from 1870 to the present time. It is to be constantly borne in mind, however, that the dates selected are only approximate and not exact points of division, and that the movement, or movements, specially characterizing one period, as a rule, have their beginning in the previous one, and sometimes extend, at least in a modified form, through one or more subsequent ones. An attempt will be made here only to give the main characteristics of each of these periods, their most interesting individual features being reserved for more detailed treatment in connection with the history of the systems and institutions most closely associated with each.

### THE PERIOD UP TO 1820.

The first thing that strikes our attention in the educational history of Kentucky is the early establishment of schools at its various stations, or settlements, notwithstanding the extremely unsettled condition of its affairs, and the great difficulties and dangers, especially from the Indians, which constantly beset its early inhabitants. The pioneers in the settlement of the State were largely from the Valley of Virginia, having entered Kentucky through Cumberland Gap, and were chiefly of Scotch-Irish descent. The leaders among them especially were men of more than the average intelligence and culture,[1] and we see them early taking steps to promote the diffusion of useful knowledge among themselves and their descendants.

[1] Marshall says of the early settlers (History of Kentucky, Vol. I, p. 442): "And what may be assumed with great confidence as a truth is that there were to be found in this population as much talent and intelligence as fell to the lot of any equal number of people, promiscuously taken, in either Europe or America." The "Kentucky Society for Promoting Useful Knowledge" existed as early as 1787, as is shown by a notice of one of its meetings in the Kentucky Gazette of December 1, 1787. The issue of August 2, 1788, also contains a notice of a "Society for Improvement in Knowledge." A marked evidence of at least political acumen is to be found in the discussions of "The Political Club," which existed at Danville from 1786 to 1790, and, independent entirely of all similar discussions, anticipated in its debates a number of the amendments to the Constitution of the United States that were subsequently adopted. See "The Political Club," by Thomas Speed, Louisville, 1894.

the beginnings of education in the State are almost coincident its foundation. Within about a year after the first permanent set- ent had been established at Harrodsburg in 1774, when it was yet rtain to whom the territory now composing Kentucky, belonged, shown by the organization of the Transylvania Company,[1] ear of a school being taught at Harrodsburg, probably in the g of 1776, by Mrs. Coomes,[2] the wife of one of the settlers, and that, when Indians were skulking around the station, ready at any ent to fall upon the unwary inhabitants. Some of Daniel Boone's anions had just been killed by them, and their outrages had just n many prospective settlers back to Virginia. These are rather ual circumstances for a school to be taught under, especially by a an; but such were the surroundings of the first school taught in ucky.

her similar schools were soon established, as that of John May at fee's Station in 1777, of Joseph Doniphan at Boonesboro in 1779, and hn McKinney at Lexington in 1780, within one year after the estab- ent of the town. The perils faced by these and other brave pio- of education in Kentucky are illustrated by the fact that several of were either killed by the Indians or suffered bodily harm from animals.[3]

e do not know just who attended these early schools or what was ht in them, but they were probably mainly intended for the younger ren of the stations where they were located, and were of quite an entary character. They were the first types of the early private neighborhood schools, commonly called "Old-field," or "Hedge- " schools, of which a more extended notice will be given later.

hools of a higher grade, however, soon appeared. John Filson,[4] urveyor, adventurer, and first historian of Kentucky, as well as her, established a seminary in Lexington in or before 1784. The er Baptist preacher, Rev. Elijah Craig, established one at George- early in 1788,[5] and during the same year the celebrated Dr.

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egard to the character and organization of the Transylvania Company, see er III, p. 41.

Spalding's Sketches of the Early Catholic Missions of Kentucky, p. 34; also s's History of Kentucky, Vol. I, p. 486.

hn May was killed by the Indians in the early part of 1790 while going down hio River in a boat (Collins's History of Kentucky, Vol. II, p. 570). John ney was mangled by a wild-cat while teaching at Lexington in May, 1788 ns, Vol. II, p. 228). John Filson, one of the teachers mentioned below, was by the Indians in the latter part of 1788 near Cincinnati, Ohio, of which he ne of the founders, under the name of Losantiville (Collins, Vol. II, pp. 432-433).

e reference to Filson's death above, as also Collins, Vol. I, p. 640, and Vol. II ; also The Life and Writings of John Filson, by R. T. Durrett, LL. D., 1884.

ere is an advertisement of the early establishment of this school in the Kentucky Gazette see Chapter III for description of this old newspa ry 5, 1788.

James Priestly took charge of Salem Academy[1] at Bardstown (then called Bairdstown), which had been preceded there, as early as 1786, by a school taught by a Mr. Shackleford. This school, under Dr. Priestly's management, was for some time one of the most noted in the State, and in it many of the great public men of the early history of Kentucky received the principal part of their education.

The founding of private high schools continued steadily, in conjunction with another movement to be presently noticed, until Winterbotham,[2] in 1795, could truthfully say, in writing of Kentucky's educational facilities: "Schools are established in the several towns, and in general regularly and handsomely supported;" and Marshall[3] states, referring in general to the period we are considering:

> There are many educated and more means to be applied in that way than most other countries could afford, while a general propensity for giving and receiving literary instruction was obviously a prevailing sentiment throughout the country.

The other movement just referred to is the most striking feature of the State's early educational history, and is so interesting as to demand of us, in another connection, a more extended treatment. It consisted in the inauguration of a system of local and State patronage of secondary and higher education. Lexington, soon after its establishment, reserved land for Latin and English schools, and by this inducement, as early as 1787, caused Mr. Isaac Wilson, late of Philadelphia College, as he describes himself in an advertisement in the Kentucky Gazette,[4] to open Lexington Grammar School; but State patronage of higher education came even earlier, as Transylvania Seminary, one of the first[5] "publick schools," or seminaries, of learning in the Mississippi Valley, of which we shall hear more later, was endowed by an act of the Virginia legislature in 1780, and further endowed and chartered in 1783, and other foundations and endowments by the mother State and by Kentucky herself followed rapidly, until soon a State educational system was developed quite unusual in its circumstances and quite in advance of the ideas of the day elsewhere, in this country at least.

The main thing of interest in Kentucky's educational history, up to about 1820, is the development of this splendid system of higher edu-

[1] For the incorporation of this academy see Chapter II, p. 22. The first advertisement of this school in the Kentucky Gazette occurs on November 29, 1788; others occur later. For something of Dr. Priestly and the school of Mr. Shackleford, see Collins, Vol. II, pp. 35 and 200.

[2] United States of America and the West Indies, p. 156.

[3] History of Kentucky, Vol. I, p. 443.

[4] In the issue of January 26, 1788, which says the school is again opened. The tuition in this school, as in most others of its class, was £4 per annum (the pound being equivalent to $3.33), and advertisements state that good boarding could be obtained at from £8 to £9 per annum. The tuition was usually paid one-half in cash, the other in property, such as produce of various kinds, while board was paid altogether in property.

[5] For the antiquity of this school see Chapter III.

n, composed, as projected, of a State university and at least one diary academy in each county, and probably intended to be supplied later by a system of more elementary schools. The subsidiary emies were quite fully developed, and reached their culmination ıg this period, while Transylvania University was fairly inaugurated, he foundations laid for the short but brilliant career upon which it about to enter. The more elementary schools were, however, never ected with this system, and have only been established in any per- on in quite recent years, and then on an independent basis.

e main current of early public education in Kentucky began at op and extended downward. We have first the university or col- and then the public school. This is not to be wondered at, as it as a rule, true in all the older States. A number of the prominent among the early Kentucky settlers were themselves college men among the founders of colleges in Virginia. Naturally their first npt to promote education in the new State, according to the pre- ng ideas of the time, especially in Virginia, from which most of came, took shape in the form of an institution of higher learning. is remarkable, however, that in their hands this institution should been planned to become the head of a great State system of pub- ducation, embracing even elementary schools—a conception in nce of public opinion at the time, in this country at least.

## PERIOD FROM 1820 TO 1830.

is period is marked by the downfall of the magnificently conceived ersity system of which we have just been speaking. Even before the system of correlated academies had reached its culmination, had, for various reasons, been acknowledged, in the way it was g conducted, as a failure by discerning public men. Soon after date the plan had been really abandoned as a State enterprise. State academies did not, however, disappear at once, but many of continued as local high schools, and some of them after a time developed into colleges. Augusta, Georgetown,[1] and, in fact, many e earlier colleges of the State were built upon old academies, e funds they inherited.

ıblic patronage, between 1820 and 1830, was confined almost exclu- y to Transylvania University, which under Dr. Holley's adminis- on, beginning in 1818, entered upon a peculiarly brilliant and essful era of its history, soon, however, to have its prospects ıred and its decline brought about by the unfortunate plan of its

[illegible] Augusta was [illegible] on Bracken Academy and Georgetown on Rittenhouse [illegible] In these cases the older academies were perhaps more prominent than in [illegible] other colleges, but Transylvania University grew out of Transylvania [illegible] and Centre College was at least partially based on Danville Academy, as [illegible] College on Warren Seminary, while Louisville College was a develop- [illegible] and other colleges were more or less directly connected [illegible]

organization and the state of public opinion, especially in regard to religious questions.

It is interesting to note that this institution was not, as in the case of many of the early colleges of the older States, founded by some church organization, mainly to prepare young men for the ministry, but that it was founded by the State and was from the first considered a State institution, although never fully under direct State control, and its avowed purpose, as expressed in its first charter, was to prepare young men for the service of the State. The way in which it was managed, however, presents a curious blending of state and church control, for it was also founded under church auspices, and, for the greater part of its history, was under quasi denominational management. This double management by church and state, to a considerable extent, at one time or another, extended throughout the whole of the early Kentucky university system, and, especially by the denominational jealousies it aroused, had a very disastrous effect. The system's plan of management, as will be noted later, was in other respects also not such as to secure the greatest responsibility and the highest efficiency.

These things were largely instrumental in preventing the upbuilding of a grand system of public higher education and in causing the State to withdraw from her early policy of liberality toward education. Kentucky was certainly quite liberal toward Transylvania Seminary and the early academies, especially in the matter of the donation of public lands and the exemption of these from taxation, as well as in her direct appropriations, although the latter were never large. The land grants were, however, not sufficient to make the system self-sustaining or to pledge the State to its further sustentation, while the control assumed and the responsibility required were not requisite to secure proper efficiency. When the original plan had thus been wrecked, we see the State so far reversing her original policy that for a long time she refused to make adequate provision for her public schools, and, even as late as 1865, declined to give the fund needed to make the Congressional land grant of 1862 for agricultural colleges available for the highest educational uses, but left it to a denominational institution to make for her the most out of the limited endowment furnished by the General Government.

Even during the period we are now considering Transylvania University began to lose her hold upon the public good will, and denominational colleges began to spring up, as so many centers of opposition, and to compete with the university for public patronage. Centre and St. Joseph's in 1819, St. Mary's in 1821, Augusta in 1822, Cumberland in 1826, and Georgetown in 1829, arose in rapid succession. Their competition was not greatly felt for a time, but was destined to grow to strong proportions in the succeeding period.

The failure of the academy system did, however, cause public attention, even during this period, to be turned to the need of elementary

ols, and public opinion was sufficiently aroused on the question to e the legislature of 1821 to appoint a commission to investigate the ct and to report upon it to that body. This commission, composed on. William T. Barry and other prominent public men, made, in an able report in favor of a system of public schools, embodying lent ideas in regard to how it could be inaugurated. The legisla- was also induced to create a small literary fund to support such a m, but nothing further was then accomplished.

PERIOD 1830 TO 1850.

ior to the beginning of this period, Transylvania University had abandoned by the State in so far as the bestowal of public patron- was concerned, although nominal legislative control was still ned. The neglect of the State was, however, somewhat supplied ivate and local munificence, and the University long remained ently useful, especially through its professional departments, but y be said to have now entered into a condition of gradual decline. veral attempts were made during this time to resurrect its prowess r partial denominational control. Baptists, Episcopalians, Pres- ians, and lastly Methodists were successively called to the aid of aning fortunes, but, as a rule, with indifferent success, although owerful church influence which Dr. Bascom was able to bring to sistance for a time seemed to revive the university's departed es. When this, too, had to be withdrawn, in 1849, it sank even than before.

e peculiar feature of the period between 1830 and 1850 was the lopment and further multiplication of denominational colleges, a ement already begun in the previous period partly in opposition ansylvania University and partly to supply needs which it could hen meet.

now became the settled policy of each important denomination in State to have its own representative institution. Several of had already been founded, but had not been strong competitors e university, owing to their lack of funds and equipment. These now strengthened and others established, so that most of the prom- denominational colleges of the State may be said to date their ence or their importance as educational factors from this period. re, St. Joseph's, and Augusta, especially, soon began to be well n, and others, as Bacon and Shelby in 1836, were founded. This ment continued until, Collins tells us in his Sketches,[1] in 1847 ness had more colleges than any other State in the Union.

and professional schools, especially of medicine, also began to be lished. The first of these to amount to anything was the Louis- Medical Institute, now the medical department of the University sville, founded in 1837, as a direct competitor of the medical rtment of Transylvania University.

[1] Sketches of Kentucky, p. 272.

The founding of denominational institutions and of special professional schools has continued through all the subsequent educational history of the State and has led to an unfortunate multiplicity of new and separate institutions, whereas an enlargement of those already existing would have been far more preferable. One result has been that although the name has been frequently used, there has never been a real university in the State, even in the extensive use of the term, with all the usual departments and a complete faculty and equipment in each. Another result has been that the colleges of the State have been quite insufficiently endowed. The State has never fully committed herself to the policy of sustaining a well-endowed university, while other institutions have become too numerous to receive large amounts from local and denominational beneficence which has been the source of almost all of the endowment of the various institutions. No single individual, either within or without the State, has given a large amount to any single institution, and almost all that has been contributed has been given wholly by the people of the State, principally through the various religious denominations. Various communities have contributed with great liberality to institutions located in their midst without regard to denominational connections, and Presbyterians, Baptists, Methodists, Christians, and other denominations have done nobly for their respective institutions, but local demand or denominational jealousy has called into existence a multitude of colleges, each of whose share in the general bounty has been necessarily small among a people generally well-to-do but not wealthy. The funds received have usually only been sufficient to give them fairly good buildings and equipment, but have left them no endowment. So they have had to struggle on, mainly supported by tuition fees, many of the older institutions of the State having been, during the greater part of their history, rich only in the spirit of devotion to sound learning.

The fact that Kentucky colleges have been so largely unendowed mainly accounts for the many ups and downs in their history. As long as local and denominational influence and their own good work have kept their halls filled with students they have had fair success, but when, for any reason, the number of their students has declined, they have declined in like manner, and the history of the State is strewn with the wrecks of educational enterprises. Cumberland, Shelby, Eminence, and others are so many examples of a checkered career, ending finally in dissolution.

Lack of endowment and strong competition have also compelled most of the colleges to do a great deal of what is really preparatory and not college work, which has hampered their usefulness and necessarily vitiated their standard to a considerable extent. This we shall see applies especially to the female colleges of the State, which arose mainly in the period succeeding the one we are now considering, and for whose multiplicity we shall see there have been special reasons.

e period of which we are now speaking also witnesses the first tion of a State public-school system. The law of 1838 established n a rather imperfect form it is true, but gave to it what was a gain—a regular organization. Its operations were greatly ered for some time by the smallness of the "literary fund" upon h it was based and by the fact that this fund was not properly anded; but the system made really substantial progress during time in the crystallization of public opinion in its favor, and cially in the fact that the "literary fund," by the third constitu- of the State, which went into effect in 1850, was inviolably devoted ublic-school education.

## PERIOD FROM 1850 TO 1870.

is era is noticeable for an unsuccessful attempt, made in 1856, to e Transylvania University as a State institution in the form of a normal school—a much-needed addition to the public-school m. After a short trial of two years, owing to the lack of proper ic support, this effort had to be abandoned, and the history of the ersity as in any sense a State institution was ended. After this k into a school of merely secondary rank.

gain, an attempt was made in 1865 to build on its ruins a great ersity in the name of the State, but really under what was minational, but not intended to be sectarian, control. This plan splendidly devised and seemed for a time likely to succeed, but it, was doomed to be wrecked. So Kentucky University, instead of ming what it promised to be, an institution overshadowing all s, was forced to take the position simply of one of the principal ges of the State.

ecial professional schools have, during this and the subsequent d, continued to increase in numbers, especially at Louisville, until city, with its six medical colleges and other professional institu- , has become one of the largest centers of professional education e country.

e further multiplication of denominational institutions also con d apace. Female colleges especially, whose numbers up to this had been comparatively unimportant, were founded in rapid suc- on, and soon became so numerous that almost every prominent minat[illegible] the State had two or more representative institutions. [illegible] to these many communities founded local institutions to [illegible] which, as a rule, unfortunately aspired to e colleges. [illegible] of course led to sharp competition and in many [illegible] educational methods and practices.

e number of female colleges particularly which have been estab- [illegible] Kentucky since 1850 has become almost legion, their mul- [illegible] largely to the fact, as noted later, that girls were for a time excluded from almost all the institutions of higher learning in

the State, and partly from the fact that in so far as it was deemed necessary for them to be educated at all it was thought that their education should be more of an ornamental character and otherwise of a different type from that pursued by boys. These circumstances, in conjunction with the inefficiency of the public-school system for a long time and the consequent demand of localities for institutions suited to their own peculiar needs, have caused a large number of female schools to spring up, which unfortunately have in most cases been ambitious to be colleges, at least in name, and to confer diplomas if not degrees. Almost every school for girls in the State either bears the name of college or claims to do college work; in reality the work done by most of them is largely secondary and even to some extent primary. No attempt has been made in this monograph to give the history of all these schools. Only those have been treated a considerable part of whose work appears to be of collegiate rank. As it has been found very difficult to apply any absolute line of demarkation, it is probable that a number of institutions have been omitted quite as worthy of notice perhaps as some of those treated, but in general the same line of division has been followed as that used of late in the reports[1] of the United States Commissioner of Education.

In one respect particularly a great educational advance was made in Kentucky between 1850 and 1870. The public-school system may in that period be said to have first become firmly established in the hearts of the people of the State, largely through the efforts of State Superintendent Breckinridge in its behalf, and an educated public sentiment, aroused by him and others, called forth the act of 1869, which made public education really effective by granting it, by State taxation, a more ample revenue. The opening of the educational year 1870 marks the practical establishment of an effective public-school system in Kentucky.

### PERIOD SUBSEQUENT TO 1870.

This is especially noted for the continual growth of a sound public opinion upon almost all educational questions.

An enlightened public sentiment has of late caused the State to return to her early liberal attitude toward public education, and no just complaint can now be made in regard to the way she supports the one institution she still controls—the Agricultural and Mechanical College—or her public-school system. All school property has lately been exempted from taxation,[2] and the State college now receives a liberal contribution in the form of a regular State tax, while the effectiveness of the public schools has been greatly increased by considerable addi-

[1] These reports class female colleges under division A, embracing a few institutions of the highest rank, such as Wellesley and Vassar, and division B, which includes all others. All the female colleges of Kentucky come under division B.

[2] According to the provisions of the constitution of 1891, as interpreted by a recent decision of the court of appeals.

to the "literary fund" and also by increasing the State tax levied
ıe support of the system. This attitude of the State is a charac-
:ic feature of the present period, but is not the only one of interest.
system of graded schools has also been established, by the aid of
:ional local taxation, in all the towns and cities of any size in the
:. This largely supplies a pressing need for secondary instruction,
ılso relieves the colleges of the necessity of maintaining at least
large preparatory departments as formerly.

ıst of the colleges, moreover, have largely added to their endow-
s within the past few years through private and denominational
Several of them now have fairly good endowments for the work
undertake.

ıny of the male colleges have of late opened their doors to women
:ll. This has continued so far that coeducation may now be said
almost a generally accepted policy in the State. It has had at
one good effect in obviating the necessity of the further multipli-
ı of female colleges.

ite a contrary and hopeful movement has even taken place lately
e conversion of several of these colleges into avowedly secondary
ıls, and the founding of such schools in various communities where
:rly the establishment of a college would have been attempted.
opening of the Vanderbilt Training School at Elkton, and of the
us preparatory schools of Central University and Kentucky Wes-
ı College, are so many illustrations of this praiseworthy spirit. A
ıendable disposition has also been shown to stop the further found-
ıf separate professional schools, as those lately established have
opened in conjunction with the older colleges, and the older pro-
ıal schools have shown a tendency to affiliate with established
:utions for which they furnish professional departments, as was
rated in November, 1897, when the Kentucky School of Medicine
ne the medical department of Kentucky University.

veral of the colleges of Kentucky have always been noted for
attachment to sound scholarship. Fortunately these, as a rule,
been able to increase their endowments along with others. So
ı higher education in Kentucky is still considerably hampered by
great multiplicity of colleges and their consequent lack of ample
wments, yet its condition is one of greater hopefulness for the
e. The needs of the public school system of the State will be
fully noticed in another connection, but it, too, may be truthfully
to be making favorable progress.

# Chapter II.

## SOME INTERESTING FEATURES OF EARLY EDUCATION.

### A STATE UNIVERSITY SYSTEM.

This system, which has already been referred to as one of the striking features of the early educational history of Kentucky, may be said to have had its beginning in the act of the Virginia assembly, of May 1780, endowing Transylvania Seminary. For while the plan had not then been originated, and this school was soon to develop into Transylvania University, and become, in a sense, the head of the system after this transformation, yet it was at first intended to be of the same character as that afterwards taken by the other seminaries or academies (these words are always synonymous in early Kentucky educational history), the first part of the general plan to be fully developed, and was the model for the others in its original conception and especially in the method of its endowment by the State.

The original endowment act of Transylvania Seminary seems to have been copied largely in all of the first, at least, of the later academy acts. This act,[1] for its spirit if for nothing else, is worthy of being quoted at length. It reads as follows:

Whereas it is represented to the general assembly that there are certain lands within the county of Kentucky, formerly belonging to British subjects, not yet sold under the law of escheats and forfeitures, which might at a future day be a valuable fund for the maintenance and education of youth, and it being the interest of this Commonwealth always to promote and encourage every design which may tend to the improvement of the mind and the diffusion of useful knowledge, even among its remote citizens, whose situation a barbarous neighborhood and a savage intercourse might otherwise render unfriendly to science: Be it therefore enacted, That 8,000 acres of land within the said county of Kentucky, late the property of Robert McKenzie, Henry Collins, and Alexander McKee, be, and the same are hereby, vested in William Fleming, William Christian, John Todd, Stephen Trigg, Benjamin Logan, John Floyd, John May, Levi Todd, John Cowan, George Meriwether, John Cobbs, George Thompson, and Edmund Taylor, trustees, as a free donation from this Commonwealth for the purpose of a public school, or seminary of learning, to be erected within the said county as soon as the circumstances of the county and the state of its funds will admit, and for no other use or purpose whatsoever.

Thus was planned the first school in Kentucky established under State patronage and one which, at the time of its establishment soon afterwards, was truly in a "barbarous neighborhood" in so far as the proximity of Indian warriors was concerned.

[1] See references to this act in Chapter III.

e need of such an institution and the plan of securing its endow- seem to have been first seen by the Rev. John Todd, a prominent yterian minister of Louisa County, Va., and his nephew, Col. Todd,[1] then a representative from the county of Kentucky in the nia assembly. The advice and influence of the former, coupled the ability and efforts of the latter, seem, mainly at least, to have ed the legislature to pass the act of endowment, an act in advance ginia's usual educational policy at that day and the more unusual curring in the midst of one of the most gloomy periods of the lution and one specially trying to her. The Todds are therefore given the very highest praise for the inception of the plan, and names should for all time to come be placed high on Kentucky's f honor.

nsylvania Seminary was further endowed and incorporated in 1783,[2] owing, as we shall see, largely to the influence and efforts dge Caleb Wallace, when its endowment was exempted from taxa- y the State, the latter being another feature of its organization ring in the general academy plan. These are the principal ways ich this seminary may have influenced the founding of the acad- , and so its history will not be traced further in this connection. e first of the academies, subsequently appearing as a part of the ar system, of which we hear is Salem Academy, located at Bards- and incorporated by Virginia in 1788.[3] It does not seem, at that to have received any land endowment, though it did later from ucky herself, and seems for a time to have been a private or local cal high school. In this capacity, we have seen,[4] it obtained quite utation under the noted Dr. James Priestly as master. It was incorporated into the general academy system. Indeed, it seems when this system had come into full operation schools of higher ation, supported merely by private or local means, were generally l by its competition either to become part of the system or to sus- operations.

e first acts of the Kentucky legislature on the subject of acade- are the act of December 12, 1794,[5] incorporating Kentucky emy at Pisgah, near Lexington; one soon after, of uncertain incorporating Bethel Academy, in Jessamine County, and a third, ecember 15, 1795,[6] establishing Franklin Academy at Washington,

the connection of the Todds, and also of Judge Wallace, with the founding seminary, see Foote's Sketches of Virginia, second series, pp. 47–48. Further ces to Colonel Todd are found in Chapter III.

erences to this act are given in Chapter III.

tell's Laws of Kentucky, Vol. III, p. 579.

Chapter I, p. 15, where references are given in regard to Dr. Priestly's co ith it

r this act see Chapter III.

ote in regard to this act is to be found in Chapter VII.

tell's Laws of Kentucky, Vol. I, pp. 296–298.

in Mason County. These acts were similar in scope to the Transylvania Seminary act of 1783, but gave no endowment of public land as that had done.

The first really important acts connected with the academy system proper are the two acts of February 18, 1798, the first[1] of which reincorporated Bethel Academy, giving it the plan of management subsequently used for the later academies, the second[2] of which endowed Kentucky, Franklin, Salem, and Bethel academies, and Lexington and Jefferson seminaries (the last two established by the act at Lexington and Louisville, respectively), with 6,000 acres of land each, to be vested in cooptative boards of trustees, as provided for in the case of Bethel, and to be held free from taxes.

The Bethel act gave to the trustees "all powers and privileges that are enjoyed by trustees, governors, or visitors of any college or university within this State not herein limited or otherwise directed." The president of the academy was also required to be "a man of the most approved abilities in literature." As shown by various advertisements and notices in the Kentucky Gazette and elsewhere, "Latin, Greek, and the different branches of science"[3] were required to be taught in at least most of these academies, thus furnishing to their students the elements of a fairly good classical education, not much emphasis, as a rule, being put upon the sciences. The powers conferred upon the academies by their acts of incorporation were sufficient for their conversion into colleges without any further change of charter, as actually occurred in some instances.

The second act of February 10, 1798, itself, and especially the sentiment of its latter part, should add imperishable renown both to its promoter and to the legislature that passed it. The last part of sections 5 and 6 of the act read as follows:

> And whereas it is generally true that people will be happiest whose laws are best and best administered, and that laws will be wisely and honestly administered in proportion as those who form and administer them are wise and honest; whence it becomes expedient for promoting the public happiness that those persons whom

[1] Toulmin's Acts of Kentucky, pp. 469–470, and Littell's Laws of Kentucky, Vol. II, p. 174.

[2] Toulmin's Acts of Kentucky, pp. 470–472; Littell's Laws of Kentucky, Vol. II, pp. 107–109, and Bradford's Laws of Kentucky, Vol I, pp. 100–102.

[3] From the advertisement of Lexington Grammar School on January 26, 1788. This and such advertisements as that of Rev. Mr. Craig, on January 5, 1788, which speaks of "the teaching of the Latin and Greek languages, together with such branches of the sciences as are usually taught in public seminaries," indicate in a general way what was actually taught. The general act of incorporation of December 22, 1798, says (Toulmin's Acts of Kentucky, p. 474): "It shall be left wholly in the discretion of the said several trustees what subjects shall be taught in the said several academies, whether the English languages, writing, arithmetic, mathematics, and geometry only; or the dead and foreign languages and the other sciences which are generally taught in other academies or colleges in this Commonwealth."

› hath endowed with genius and virtue should be rendered, by liberal educa-
worthy to receive and able to guard the sacred deposit of the rights and lib-
of their fellow-citizens, and that to aid and accelerate this most desirable
se must be one of the first duties of every wise government. (Sec. 6.) Be
refore enacted, That all the lands within the bounds of this Commonwealth,
› south side of Cumberland River below Obey's River, which are now vacant
nappropriated, or on which there shall not be, at the passage of this act, any
l settler under the laws of this State for the relief of settlers south of Green
, shall be, and the same are hereby, reserved by the general assembly to be
priated, as they may hereafter from time to time think fit, to the use of semi-
of learning throughout the different parts of this Commonwealth.

› certainly have here an epoch-making act, one which is in general
ıe model of the great ordinance of 1787 (in regard to the Northwest
tory), by which it may have been influenced, but its spirit seems
r to have been drawn from that of the old Virginia land grants to
sylvania Seminary. It is certainly a noteworthy thing, for the
to see a State thus setting apart a considerable area of its lands
ıe purpose of establishing a system of public secondary and higher
ation. This is certainly an important enunciation of principle, but
s not simply to be a barren announcement of a theoretical attitude
rd education in the future, but was soon to bear substantial fruit.
inchester Academy, in the town of the same name, was established
ndowed on the same plan and in the same way by an act of Decem-
9, 1798,[1] and on December 22, 1798, were passed two acts, the first[2]
ference to Bourbon Academy and the second[3] in reference to nine
others, which, especially if taken in connection with an act of the
date incorporating Transylvania University, are the culmina-
and completion of all the previous academy acts, contemplating
ıey do a grand State university system. They are really a con-
ıtion of the acts of the previous February, which serve as pream-
to them, but are of wider import, and so more remarkable and
ı making. The act establishing Transylvania University, occur-
as it does on the same day, it certainly seems should be taken in
conjunction with them, all being parts of one general plan.
ese acts endow as before, out of the reservation previously set
, the twenty academies named with 6,000 acres of land each, and
confer on each board of trustees the right to raise by lottery—a
common practice in those days and one considered by the best
le as legitimate[4]—$1,000 to pay for locating the lands and other
minary expenses. Section 3 of the second act establishes the gen-

ttell's Laws of Kentucky, Vol. II, p. 217.
d Vol. II, p. 237.
ulmin's Acts of Kentucky, pp. 473–475, and Littell's Laws of Kentucky, Vol.
240-246

r instance, some of the most prominent citizens of the State were, on F
2, authorized to raise $1,000 by lottery to complete a church on th
at Frankfort. (Collins's History of Kentucky, Vol. I, pp. 26–27.)
le of the moral ideas of the time is given in a notice in the Kentuck
gust 29, 1788, which offers to give whisky for the erection of a chur

eral principle of granting a similar landed endowment by the State to academies in each county, by conferring upon the several county courts, in the counties having no academies, the right to a donation of 6,000 acres of land each, and does not even confine them to the Cumberland River reservation, but says they may locate their donation for academies that may be established on "any waste and unappropriated land."

The part of the charter of Transylvania University to be taken in connection with this general academy act is section 3, which, after stating that the seat of the university may be moved from Lexington by a vote of two-thirds of the trustees, adds, "and, on the concurrence of the same number, they may, from time to time, establish at the seat of the university, or elsewhere, one or more schools as nurseries of the said university." Circumstances seem to indicate that this had reference to the academy plan established at the same time and that it was aimed to make Transylvania University the head of a splendid scheme of public higher education, consisting of a central State university with correlated preparatory academies in every county of the State—truly a noble conception, for the main credit of which Judge Caleb Wallace's biographer[1] thinks he is undoubtedly entitled. If the act of February 10, 1798, "contains in its closing sections certain sentiments and provisions that reflect enduring luster on the State of Kentucky,"[2] it is certainly no great exaggeration to say that the combined acts of December 22, 1798, "established the most enlightened, practical, and complete system of education that could at that time be witnessed in America or perhaps anywhere else in the civilized world,"[3] and that there are no brighter pages in the statute books of Kentucky than those that record these acts.

As already indicated, no doubt the main influence in the passage of these acts was that of Judge Caleb Wallace, one of the early justices of the supreme court of Kentucky. While a resident of Virginia he had been among the founders of what are now Hampden-Sidney College and Washington and Lee University,[4] and, on coming to Kentucky, had become a member of the board of trustees of Transylvania Seminary in 1783, when, as a member of the Virginia legislature from Kentucky, he secured its reendowment and first incorporation. He later became a trustee of Kentucky Academy, and, in 1798, was laboring to build up the latter institution by securing for it an ample landed endowment. He was also one of the principal promoters of its union with Transylvania Seminary into Transylvania University, and seems to be

[1] Rev. W. H. Whitsitt, D. D., LL. D., ex-president of the Southern Baptist Theological Seminary, Louisville, Ky., in his Life and Times of Judge Caleb Wallace, Louisville, 1888.

[2] Whitsitt's Life and Times of Judge Wallace, p. 130.

[3] *Ibid*, p. 135.

[4] For Judge Wallace's connection with these institutions see Foote's Sketches of Virginia, first series, pp. 393-397, 442-444, and 458.

ne who conceived the magnificent university system of which we just been speaking. We also have reason to believe that he con- lated the later addition to the system of public elementary schools ı would, according to his ideas and those generally prevalent at ıme, form the capstone of this beautiful educational structure. ›art he played in the early educational history of Kentucky enti- ıis name to be placed even higher than that of the Todds among tate's benefactors, as he had even wider conceptions than they of tate's educational needs and of the means of supplying them. It n no wise be ascribed to any fault of his that his splendid ideas never fully realized; yet such was unfortunately the case. This l system, so auspiciously planned, was never to be put into oper- as a whole, and, as such, developed in all its capabilities, and soon to be recognized as a failure.

her academies were rapidly established and that part of the system n quite full operation for a time, the movement continuing until or later, by which time as many as forty-seven county academies been established and endowed with from 6,000 to 12,000 acres of each, usually with the former amount. Evidences of the lack of e interest in the system and its ill success, however, soon began pear in the frequent bills passed by the legislature allowing more for the location of the academy lands and appointing new trustees e the old ones had resigned or acted improperly. A tendency to ıore and more out from under State control soon displayed itself e part of the trustees by their getting greater and greater rights gard to the disposal of the land endowments, until finally, by an f January 26, 1815, they were given the absolute right of disposing l their lands, provided only the funds were invested in stock of Bank of Kentucky, the aim of the legislature in this case, it appears, g rather to bolster up the stock of the bank than to improve the ıtion of the seminaries.

Ohe utterances, showing the lack of success of the system, soon n to appear. Governor Slaughter, in his message of December 3, says that the academy fund "had proved inadequate to meet the intended and liberal view of the legislature," and by December 2, he recognizes the academies as failures. We find the committee lucation of the State senate, in October, 1820, calling for additional for the languishing seminaries, and Governor Adair, in his message tober 16, 1821, says the seminary funds "have been generally ted [illegible] by negligence or indiscretion on the part of those [illegible] had been confided." The system had then [illegible] been practically abandoned as a State enterprise, the further public patronage extended to it being an act of January 1816, making general the exemption from taxation of all seminaries

[illegible] Vol. V, pp. [illegible] *Ibid.*, Vol. V, p. 331.

of learning, and an act of February 14, 1820,[1] giving all fines and forfeitures in the various counties to the respective seminaries located within them. This aid was, however, not very considerable and was insufficient to arrest the decline which had in most cases already set in, few of the academies, as the commissioners of 1822[2] inform us, being, in 1815, able to raise a fund sufficient to support good schools.

The reasons for the failure of the plan are not difficult to find, and have already been indicated to some extent. They may be enumerated as follows:

(1) The idea was in advance of the public opinion of the time. The people were preoccupied with other matters, partly necessary, such as driving back the Indians and providing for their own physical wants, but their leaders were largely engrossed in acquiring wealth in a prosperous and growing State, and they themselves too often considered the clearing, the tobacco patch, and the cornfield the best schools for their children, as McMurtrie[3] says in reference to Jefferson Seminary: "The clamors of Plutus drowning the modest accents of the muses." The legislature at this time seems to have considered the establishment of a State bank and the floating of its notes of vastly greater importance than the fostering of the academies. This lack of public sympathy for the movement would no doubt have been overcome if the more elementary schools had been added to it and the people had become attached to it by its being brought into more direct and intimate contact with them, but unfortunately the system was never sufficiently developed for this to be the case.

(2) The endowments were in many cases insufficient to accomplish their purpose, not because most of the lands set apart were poor and wild lands of little value, although some of them were no doubt of this character, but because these lands were really not sufficient in amount to support such a system well, and, moreover, much of them, in order to the speedy establishment of the schools, had been pushed into the market too hastily and disposed of at a great sacrifice, as was to be the case later, probably in a less degree, with the Congressional land grant of 1862 for agricultural colleges.

(3) The principal reason for the failure of the academies is to be found in the faults of the plan whereby their management was provided for and carried out. The trustees were self-perpetuating bodies and, as such, little responsible to public authority. Besides there was no adequate provision for calling them to account for their actions. Butler[4] calls them so many "promiscuous and irresponsible trustees." This opened the way for the primary cause of failure—speculation with and squandering of the funds, sometimes innocently, but often deliberately

[1] Littell and Swigert's Statutes of Kentucky, Vol. I, p. 596.

[2] Report of the commissioners appointed to collect information and prepare and report a system of common schools, p. 17.

[3] Sketches of Louisville, p. 124.

[4] History of Kentucky, p. 188.

criminally. The endowments were at first well guarded by law, nore than one-eighth of the land being allowed to be sold for inci- al expenses and providing buildings and apparatus, but subse- ıt acts gave the trustees too much discretion in disposing of the s and opened the way "for the subsequent destruction of the endow- t by incompetent or scheming men." It was too often the case that ulators bought the land and the money was all put in one costly ling, unoccupied and useless, "a monument of the folly of its pro- ers."[1] Sometimes not even such a poor result was obtained from endowment.

ıere was no general plan and no uniform means were adopted to re the success of the whole system. Some few schools, through wise management of their trustees, escaped the general wreck and ned their usefulness, some of them, as Bracken and Rittenhouse emies and Jefferson Seminary,[2] even becoming colleges afterwards. the following, taken from Marshall,[3] written in 1824 in reference to tucky Seminary at Frankfort, is, alas too often, the record of the rs:

: being afflicted with the country disease—multiplicity and bad government— languished and revived alternately, in the building erected for it, until it either acting trustee, teacher, nor student, as it is believed.

hile the academy plan as a whole was thus unfortunately a fail- yet it was not entirely so. Many of the schools long remained as ortant local educational factors, and one good result almost invari- came from the plan of endowment. Most of forty-seven counties ıe State were able to buy a lot and build on it a fairly good school ling, where a teacher could be supported by tuition and where y living near by were able to secure the elements of an education hich they would otherwise have been deprived. They were often to pay at least a large part of their board and tuition in country nce, a thing they would not have been able to do elsewhere. essor Chenault[4] sums up the educational result of the experiment ying that "many of our early lawyers, doctors, ministers, and other essional men obtained all their education in these seminaries."

is a great pity, both for the cause of education in Kentucky and here, that the great capabilities of this early educational system never fully realized. Collins[5] has considered it a safe assumption timate that the seminary lands under proper management would realized for each county an average permanent and productive l fund of at least $60,000, in many cases very much more than this nt—truly a magnificent financial foundation for a State educa- l system. Its comparative failure does not detract from the high l of praise due the originator of this great educational n e abuses he could not well have foreseen and which certa the very greatest and grandest possibilities.

rofessor Chenault, in Smith's History of Kentucky, p. 703.
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## THE OLD-FIELD SCHOOLS.

isting at the same time with the academies were a species of school
h are probably frequently met with elsewhere in the early history
e States, especially south of New England, but which had, in Ken-
y, a somewhat characteristic development and a local color. They
also for a long time a considerable factor in her educational system,
ıg, as they did, up to comparatively recent times, and only being
aced by the present public-school system in its later and more
lete form. These facts entitle these schools, although not strictly
within the scope of this monograph, to something more than a
ng notice.

ey were ordinarily denominated "Old-field"[1] schools, and were the
of schools mainly existing until the last generation in the more
te agricultural districts of the State, where access to the acade-
, which were located in the towns, was difficult. They were long
nly means of education available to a large part of the rural pop-
on, they and the academies constituting the two principal streams
lucation in the early history of the State. As we have seen, the
earliest schools of the State, as those of Mrs. Coomes, at Harrods-
, in 1776; of May, at McAfee's, in 1777; of Doniphan, at Boonesboro,
79, and of McKinney, at Lexington, 1780, the four schools ante-
ıg Transylvania Seminary, were all probably of this type.

soon as a community was fairly settled one of the first things
rtaken was the building of a schoolhouse, also usually a church,
y by joint subscription, but mainly by joint labor, to meet their
ational as well as spiritual needs. These schoolhouses, espe-
in early days, were of the most primitive pattern. They were
of logs, usually unhewn, the cracks being at most only half
ed, with "stack" chimneys, and clapboard doors and windows,
ter as a rule being without frames or panes, although greased
was sometimes used in lieu of glass. There was often no floor at
ept the earth, and if there was, it was made of rude puncheons—
logs, with the hewn side turned up. The only desks to be had
the same puncheons, fixed in various ways, with legs inserted
holes or otherwise, at the proper height for sitting and writ-
d without, as a rule, any backs of any kind to them. The only

[illegible] from the fact that the schoolhouses were usually built
[illegible] spot formerly occupied by the Indians for agricultural
[illegible] grow" is applied to them by Professor Shaler (History of
[illegible] The writer has never seen the term used elsewhere in refer-
[illegible] heard it used in western Kentucky, where the name
[illegible]
[illegible] chimney built of logs and daubed with mud.

really comfortable thing about the whole structure in winter was the glow of the great fireplace, where huge logs were generously heaped, and in summer the breezes which circulated almost unhindered through the poorly chinked cracks.

In this rude educational house a teacher was installed and supported, as far as it could be called a support, by the pro rata subscriptions of the farmers of the neighborhood, a common rate of tuition being £1 7s. a year per pupil. The tuition fees were mostly paid in such articles as tobacco—then a legal tender in Kentucky, bear bacon, buffalo steak, jerked venison, furs, pot metal, bar iron, linsey, hackled flax, young cattle, pork, corn, or whisky, usually not over one-fourth of it being paid in money, a rare commodity on the then frontier.

Some of the teachers of these early schools, as Doniphan, were men of high standing, often following, for a great part of their time, the calling of a surveyor, then an honorable and lucrative one; but most of them were not, the character of the teacher and the methods he used being often almost as primitive as the house he occupied. He was usually some elderly man, of that or an adjoining neighborhood, who was supposed to have some education, but whose main qualification for the position was often that he did not know how, or did not care, or have the energy to do anything else, having probably failed in everything else he had undertaken; or he was some stranger, a traveling Irishman, or Englishman, or a wandering Yankee, whose qualifications for the place were presumed from the fact that he had seen a good deal of the world.

These men could not have made teaching a profession, as their wages were very low. When teaching, however, they were required to take up early and turn out late, giving short recesses and noon intermissions, the idea being that they must earn their money. They were otherwise practically under no supervision, except such as the pupils chose to put upon them, and taught according to their own peculiar theories, temperaments, and habits. They were often as rough and passionate as they well could be, and liberal in their use of the rod, even knocking down impertinent pupils; while, on the other hand, some of them allowed the scholars to do as they pleased. All, as a general thing, had written rules, which were frequently read and usually vigorously enforced, the pupils often dreading the frown and birch of the master more than the screams of the wild animals they sometimes heard on their way to and from the lonely schoolhouse.

The instruction given in the first of these schools consisted of reading, writing, and ciphering to the rule of three. The teacher had to be an expert penmaker, but his instruction in writing rarely extended beyond "capitals" and "large joining-hand."[1] Geography and arithmetic were taught orally—the former especially—often in doggerel verse, which was frequently sung in recitation and in studying, the pupils who were not reciting adding to the monotonous uproar of

[1] Perrin, Battle and Kniffen's History of Kentucky, p. 220.

:lass by studying aloud, as they were usually allowed to do. The text books used at first were Dilworth's Speller and the Bible; Webster's Spelling Book and Murray's English Reader and umar were introduced. Afterwards more mathematics and some ical instruction were added to the course in many schools, thus rially enlarging the education offered.

s already remarked, practically the only supervision to which the ner was subjected was exercised by the pupils. This was regu- l by custom, with which the patrons of the school never in any interfered as long as it was at all within reason. It only con- ed such things as treats upon certain recognized occasions, the ting of holidays, and similar matters, and was enforced by the er boys of the school, who rode the teacher upon a rail, ducked in some convenient spring or pond, or otherwise made things npleasant for him that he was forced to yield. A very common tice was "to turn him out" until he granted the desired concession. is well illustrated by the following characteristic incident taken an article by Col. R. T. Durrett, in the Louisville Courier-Journal, pril 2, 1881:

the 28th of April, 18[illegible], the first show, as the boys called it, occurred in Louis- It was the exhibition of an elephant, and there was a general uprising in all hools for a holiday. The Jefferson Seminary and the schools at the head of were teachers conversant with the habits of the place gave the boys a holi- rithout trouble, but there was a New England teacher, recently came to the e of one of the log schoolhouses, who could not understand why the boys to be permitted to lay aside their books a whole day to see an elephant. He l not grant the holiday asked and the boys went to work in the usual way to him yield. On the morning of the 28th the Yankee teacher, as they called came to his schoolhouse and found the door well barred with benches, fence and logs of wood, and the boys all inside laughing at his futile attempts to . They promptly told him the terms upon which the fort would be surren- , which were simply to give them that day as a holiday, so they could go to he elephant. The teacher was indignant, and not being able to get through oor, climbed upon the roof and attempted to descend the chimney. For this ngency the boys had prepared a pile of dry leaves, and when the teacher's legs ired at the top of the chimney the leaves were lighted in the fireplace. Down the teacher, for having once started he could not go back and the flames hed him and the smoke smothered him, so that he was the powerless autocrat e school and knight of the ferule. He gave the holiday and went home to lay r repairs, as the boys expressed it, and the boys went to the show as if nobody een either burnt or smoked.

ich were the methods of discipline and of teaching in the "old- " schools, which, as has been said, were to be found in many parts entucky until the last period of her educational history. In fact, of somewhat similar type, in so far as schoolhouses at least are erned, are still to be found in the out-of-the-way parts e; but their methods are far in advance of the primitive just described. These, for several generations, furni e part of the agricultural population of the State the education which they would otherwise have been unable

They were of great service in their day and time, being for a long period practically the only schools accessible to many, especially to girls, whose education must otherwise have been almost entirely neglected.

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## EARLY FEMALE EDUCATION.

It is an interesting fact that, although the first teacher in Kentucky was a woman, there were for a long time few schools at all for girls in the State, and these usually of the poorest and most primitive kind. Girls were excluded entirely from the early academies, and the only schools to which they had access, with few exceptions, were of the "old-field" type just described. The educational advantages offered in these were very limited as a rule, and the surroundings, at least, not calculated to be very refining. Professor Chenault, quoting from Felix Grundy, tells us that the teachers of these early schools, which girls generally had to attend if they received any education at all, "were often destitute both of a knowledge of polite literature and good manners."[1]

For a considerable period the only schools in the State claiming to give girls an ordinary grammar-school education were those of Rev. John Lyle, at Paris, and of Mrs. Keats, at Washington, Mason County. Our information in regard to these schools is very meager and can be given in a few words:

### REV. MR. LYLE'S SCHOOL.

The Rev. John Lyle was one of the Presbyterian ministers prominent in the early history of Kentucky. We find him attempting to supply the great lack of educational facilities for girls, by opening, in 1806, at Paris, the first[2] female seminary in the West, if not in the United States. Mr. Lyle appeared to advantage as a teacher, and soon had a flourishing school of some 200 or more[3] pupils. He continued his school until 1809 or 1810,[4] when he is said[5] to have closed it because

[1] Smith's History of Kentucky, p. 699.

[2] Collins's History of Kentucky, Vol. I, p. 26.

[3] Collins's History of Kentucky, Vol. I, p. 26, says there were from 150 to 300 pupils, while page 483 of the same work gives the number as from 150 to 200. Foote's Sketches of Virginia, first series, page 554, says the school sometimes had more than 200 pupils.

[4] Collins (Vol. I, p. 483) says he declined to teach in 1809, while Sprague (Annals of the American Pulpit. Vol. IV, p. 179) says he withdrew from the seminary about 1810.

[5] By Foote and Sprague, as above.

rs connected with the enterprise refused to allow the Bible to be publicly in the school. Mr. Lyle then went into the active work ie ministry, in which he labored with success for many years after-ls.[1] His severing his connection with the school seems to have en it up, as we do not hear of it again.

### MRS. KEATS'S SCHOOL.

e other female school in the State at this period, which is also said[2] e one of the most celebrated in the West at the time, was that ht by Mrs. Louisa Fitzherbert Keats, and was located at Wash-on, for some time the most important town in Mason County. Here, re told, the daughters and wives of many of the distinguished men e State were educated. The school was opened in 1807 and closed 12. We do not know for what reason.

### OTHER EARLY FEMALE SCHOOLS.

st at the time of the closing of Mrs. Keat's school, Loretto Acad-was opened in what is now Marion County, and was followed, in , by Nazareth Academy, in Nelson County. Not long afterwards, 25, Mrs. Tevis and her husband established Science Hill at Shelby-. Four years earlier Lafayette Seminary had been founded at Lex-on. This last school, while having a considerable attendance and tation for a time, does not seem to have had an extended history. tto, Nazareth, and Science Hill were, however, long the principal of female education, not only in Kentucky, but in the Southwest rally, and are still flourishing in their educational usefulness. will, on this account, although a considerable part of their work w to be classed as secondary and so lying outside the scope of this ograph, demand a more extended consideration at our hands in ection with the history of the female colleges of the State.

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[illegible] American Pulpit, by Rev. W. B. Sprague, D. D., LL. D., 9 vol-[illegible]

[illegible] as above, we learn he was born in Virginia, in 1769; [illegible] Hall now Washington and Lee University, and was [illegible] 1795. He came to Kentucky as a Presbyterian [illegible] His death occurred in 1825.
[illegible] Vol. II, p. 557.
[illegible] of the seminary for 1827 says it was visited by Lafay-[illegible] had nine instructors and one hundred and thirty-five [illegible] four years had had altogether three hundred and sixty-[illegible] It was [illegible] furnish every facility for making thorough and accomplished [illegible]

SECOND MEDICAL BUILDING OF TRANSYLVANIA UNIVERSITY. ERECTED 1840, BURNED 1863.

# CHAPTER III.

## TRANSYLVANIA UNIVERSITY.

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Transylvania University was formed by the union of Transylvania Seminary and Kentucky Academy, the history of each of which we will trace separately until they are merged into the more general and larger institution, the university proper.

### TRANSYLVANIA SEMINARY.

We have seen in connection with the investigation of the early State university system that this school had its origin in the act of the Virginia Assembly of May, 1780, for the conception and passage of which Rev. John Todd, of Virginia, and his nephew, Col. John Todd, of Kentucky, are entitled to lasting credit and honor. This act,[1] which has been quoted at length in connection with the inauguration of the early academies, put the endowment of 8,000 acres of land in the hands of thirteen trustees, including Colonel Todd himself and several other prominent men of Kentucky, then the western frontier county of Virginia, and declared that the seminary should be "erected within the said county as soon as the circumstances of the county and the state of its funds will admit."

No corporate powers were conferred on the trustees mentioned, and not even a name was given to the proposed school. No definite idea was probably entertained of its being opened at an early date, for Virginia was then in the midst of what was to her one of the most disturbing times of the Revolution, and Indian hostilities in Kentucky, while experiencing a temporary lull, were soon to break forth with such violence as to bear down in their course the founder, Colonel Todd[2] himself and other trustees and valuable friends of the enterprise. The matter was, however, not entirely lost sight of, as we find that on July 1, 1780, an inquest of escheat was held near Lexington, Daniel Boone, so famous in the early annals of Kentucky, being one of the jurors, and

[1] Toulmin's Acts of Kentucky, p. 462; Littell's Laws of Kentucky, Vol. III, p. 571; Hening's Statutes at Large of Virginia, Vol. X, p. 288.

[2] Col. John Todd and Col. Stephen Trigg were killed in the disastrous battle of the Blue Licks, fought on August 19, 1782. Col. John Floyd was killed from ambush near Floyd's Station, on April 12, 1783. John May, another trustee, was also killed in a boat on the Ohio River in the early part of 1790.

) acres of the land given to the seminary was condemned and appro-
ed to its uses. This land, together with the remainder of the
nal donation, which was condemned later, is described as "as good
ıy in the country."

›thing more seems to have been done until May 5, 1783, when
her act[1] was passed by the Virginia Assembly, largely, at least,
ıgh the influence and efforts of Hon. Caleb Wallace,[2] then a repre-
ıtive in that body from the county of Lincoln, in the District[3] of
tucky, and later one of the justices of its supreme court when
tucky became a State. Judge Wallace was perhaps more thor-
ly identified with the cause of education, at least higher education,
entucky than any other one man before or since his time. We
already noticed somewhat his connection with the founding of
sylvania Seminary, and shall see him later taking an equally
ıinent part in establishing its rival, Kentucky Academy, and then
ıiting the two into Transylvania University.

ıe preamble of the act of 1783, after quoting the act of 1780 donat-
ıublic land to the school, gives the reason for its own enactment
llows:

l whereas it hath been represented to this general assembly that voluntary
ibutions might be obtained from individuals in aid of the public donation,
the number of said trustees now alive and willing to act, increased, and such
rs and privileges granted to them, by an act of incorporation, as are requisite
rrying into effect the intentions of this legislature in the said act more fully
d: Be it therefore enacted, etc.

ıe act goes on to name as trustees twenty-five men, the most promi-
in the district, including Judge Wallace and seven of the trus-
under the former act. Their names are worthy of being men
d on account of their prominence in other matters as well as those
lucation, embracing as they do future governors, generals, judges
rcuit and supreme courts, legislators and prominent lawyers, physi-
s, and ministers. They are as follows: William Fleming, William
stian, Benjamin Logan, John May, Levi Todd, John Cowan,
und Taylor, Thomas Marshall, Samuel McDowell, John Bowman,
ge Rogers Clarke, John Campbell, Isaac Shelby, David Rice, John
ards, Caleb Wallace, Walker Daniel, Isaac Cox, Robert Johnson,
Craig, John Mosby, James Speed, Christopher Greenup, John

ıdman's Acts of Kentucky, pp. 463-467; Littell's Laws of Kentucky, Vol. III,
71-576. Hening's Statutes at Large, Vol. XI, p. 283.

e Whitsitt's Life and Times of Judge Caleb Wallace, especially pp. 122-135;
Bishop's History of the Church in Kentucky for forty years (containing the
ers of Rev. David Rice), pp. 96-97.

entucky was at first a part of Fincastle County, Va. It was first made a separ
ounty by an act going into operation on December 31, 1776, and by an act go
ffect November 1, 1780, was called the District of Kentucky, and was di
he counties of Jefferson, Fayette, and Lincoln. See Littell's Laws of Kent.
I, p. 65.

Crittenden, and Willis Green. The name Transylvania[1] is then for the first time given to the proposed seminary, and it is granted 12,000 acres[2] of other escheated lands in addition to the 8,000 acres already bestowed. The 20,000 acres are also exempted from taxation and the teachers and students from militia duty. The trustees are made by the act a self-perpetuating body on the principle of cooptation and are given in general—

"All the powers and privileges that are enjoyed by the visitors or governors of any college or university within the State." They are also given the right to confer, by diploma signed by the president and five of the trustees, the degree of bachelor or master of arts "upon all such students, if such there be, as the said trustees, with the concurrence of a majority of the professors, shall adjudge to have merited the honor of the seminary by their virtue and erudition," and at the same time confer "any honorary degree which, with the same advice, shall be adjudged to other gentlemen on account of merit."

You will observe that we have here, under the name of a seminary, all the provisions of a college charter; in fact, this very charter, with its powers and privileges not materially changed, as far as can be ascertained, was the one under which a university was afterwards operated.

We have already seen that the seminary, by reason of its plan of endowment and in its purposes, was looked upon as a State institution, but it is also to be noted that most of its chief promoters were Presbyterians, a denomination then and for some time afterwards largely predominant, as an intellectual factor at least, in Kentucky affairs, and quite a large majority of its first active board of trustees, just mentioned above, were members of that church and prominent in its councils. The Presbyterians are undoubtedly entitled to the credit of inaugurating higher education in Kentucky.[3] Transylvania Seminary, the first institution in the State, distinctively one of higher education, owed its origin to their initiative, and was opened under their auspices. In purpose and name it was a State institution, but in organization it was really Presbyterian by reason of its cooptative board of trustees

[1] This name a classical synonym for 'back woods', or frontier, was borrowed from the use of it by Col. Richard Henderson, of North Carolina, and his followers who, in 1775, by the purchase from the Cherokees of the portion of the State between the Kentucky and Cumberland rivers, attempted to set up an independent government in Kentucky, under the name of Transylvania, in defiance of the claims of Virginia, to which they soon had to submit. The use of the name for the school was in one way rather appropriate, as its founder, Colonel Todd, had been a representative in the temporary legislature, organized by Colonel Henderson at Boonsborough in May, 1775. Colonel Todd had come to Kentucky from Virginia just prior to that date. Later in the spring of 1780 he was sent as a delegate from the County of Kentucky to the Virginia Assembly. See Morehead's Boonsborough Address, pp. 34-35 and 79-81.

[2] Davidson tells us, (Presbyterian Church in Kentucky, p. 289), that when Kentucky became an independent State in 1792, she so modified her laws of escheat, in order to encourage settlers, that the Seminary was deprived of this 12,000 acres and was only left the original 8,000 acres.

[3] See Davidson's Presbyterian Church in Kentucky, pp. 314 et seq.

; largely of that denomination. The bad results of this unfortunate
ı of church and state soon began to appear.

e trustees met, according to the requirements of the charter, on
mber 10, 1783, "at John Crow's Station, near Danville," which
had lately been made the capital of the district,[1] and was also at
time its intellectual center, and organized with Rev. David Rice,
arily called "Father" Rice,[2] the oldest and in some respects the
prominent Presbyterian minister of the western country, as
man.

. Rice was born in Virginia, in 1733, had graduated from Prince-
ollege, New Jersey, in 1761, and had later studied theology under
John Todd. He had already been among the founders of what
w Hampden-Sidney College, in his native State, and having come
ntucky in the spring of 1783, at once took a natural interest in
ew educational enterprise just starting there. He remained con-
d with the seminary board until July 18, 1787, during which time
ok quite an active part in its affairs. We shall subsequently find
equally active in raising up its rival Kentucky academy. His
ssor as chairman of the seminary board was Judge Harry Innes,[3]
e district court, who presided over its meetings for several years.

has been said above, this original grant, as quoted also in the
er of 1783, required the school to be opened as soon as the condi-
of the country and the state of its funds would admit. We have
that the extremely unsettled state of affairs in the pioneer district
ıt first an insurmountable obstacle. It continued to be a hin-
e for some time to come, but soon the second of the conditions was
reater difficulty of the two. No funds from the endowment lands
yet available, and no other means were at hand to inaugurate
nterprise. Good lands were abundant and cheap in the district,
then fairly settled, and the seminary lands could consequently
er be sold for much, nor rented, nor leased in such a way as to
in much immediate income. The policy of the trustees from the
ning was to lease[4] these lands for comparatively long periods at
rate, trusting to the growth of the country to increase their
and consequent returns. All the board seems to have done at
first meeting was to elect a chairman and appoint a committee to
t subscriptions of money or property for the enterprise. They

having been made the seat of the supreme court of the district in 1783.
called from his fatherly care over the infant Presbyterian churches in the
At this time he was only about 50 years of age. For sketches of his life see
s History of Kentucky, Vol. I, p. 460, and Sprague's Annals of the American
Vol. III, p. 248.
o spelled Innis, but this seems at least the preferable spelling.
e arrangements for the first important lease, Bradford tells us (Notes, p. 6
made on October 14, 1788, after which date the school began to derive a
e from this source, but the returns under the lease system never seem to
ery large.

recognized the imperative need of such a school in a young and rapidly growing community, and so issued their call for aid in its early establishment.

There seems, however, not to have been much response to this call, and what few small subscriptions were received seem to have been mainly contributed by the trustees themselves. The time was not propitious for such an undertaking. The financial trouble and distress due to the close of the Revolution were augmented by troubles with the Indians, the contest then on being mainly that of tomahawk, scalping knife, and rifle, and not of intellectual growth or prowess; moreover, the attention of the people was necessarily largely absorbed in subduing the wilderness and making homes and a livelihood for themselves and their families. Land had to be cleared, roads opened, and other means of communication and civilization prepared.

At a meeting of the board, held at Danville, March 4, 1784, one of the few encouragements received at this period—and quite an important acquisition, as such things were a great luxury in a frontier settlement, where they were rare and hard to obtain, owing to the imperfect facilities for transportation—came in the form of the gift of a small library and some philosophical apparatus from Rev. John Todd, of Virginia, who, although at such a great distance in that day, seems still to have kept a watchful eye over the interests of the infant institution, the original foundation of which he had encouraged, and who showed his spirit in such matters by making the donation "as an encouragement to science." The difficulty of communication at the time is well illustrated by the fact that, although the trustees seem to have made early arrangements to have these articles transported as promptly as possible, they were not received in Kentucky until the spring of 1789. Notwithstanding discouragements and the still unsettled state of the country, the trustees persevered, and at a meeting held on November 4, 1784, resolved to open a grammar school "at or near the residence of Rev. David Rice,[1] the tuition being put at 4 pistoles[2] per year, payable quarterly, and a committee being appointed to provide a suitable person to teach under the direction of the chairman. This committee reported on May 26, 1785,[3] that the school had been conducted at the house of Rev. David Rice since the 1st of the previous February by Rev. James Mitchell, and that Mr. Mitchell had been then employed to

[1] Records of the Board of Trustees of Transylvania Seminary.

[2] A pistole was a Spanish coin whose value was about $3.60. Kentucky was at this time more directly connected financially with New Orleans than with the United States.

[3] This and in fact all the other dates of the university's history up to 1818, unless otherwise specified, are taken from the records of the board of trustees. That the committee reported on this day has caused Peter (Transylvania University, p. 28) to give it as the natal day of the institution; and that the school was to be opened "at or near the residence of Rev. David Rice," has caused Davidson and others to make Mr. Rice its first teacher.

ı for another year. So February 1, 1785, is the natal day of Tran-
ınia Seminary, and Rev. James Mitchell was its first teacher. He
ved the modest salary of £30 ($100)[1] a year. The school was
ht in the house of Mr. Rice because no other suitable place, it
s, could be found for it.

ch were the humble beginnings of the first[2] literary institution
of the Alleghany Mountains, an institution which after a com-
tively obscure history of a few years was to blaze forth with sud-
effulgence and to remain for two generations the highest star of
Western literary firmament. We summarize from Morehead[3]:

eminary of learning in a "barbarous neighborhood"—a wilderness still resou-
with the war whoops of the savage—chartered in the midst of great political con-
n—organized at a frontier station—on the extreme verge of civilized society!
were the auspices under which the first literary institution of Kentucky and
'est was established.

e have no information as to how many pupils at first attended the
ol, but there were probably not many. Those were stirring times
ically at Danville, where a number of the conventions[4] looking
rd the separation of Kentucky from Virginia were held during the
of the location of the seminary there. Courage and fidelity were
then required of both teacher and pupils in staying at their posts,
ı the war whoop of the Indians was liable to be heard at any time
rifles had to be carried to and from school for protection. Political
other similar matters seem, at least in that community, to have
had by far the largest share of public attention, and the seminary
left to struggle on with difficulty. Mr. Mitchell, of whom we know
, seems to have remained something over a year and then to
returned to North Carolina, from which State he had probably
. About the only definite information[5] we are able to obtain con-

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e pound in early days in Kentucky was $3.33⅓, a value which is to be always
ıed to it throughout this monograph.

e facts clearly establish at least the strong probability, if not the certainty, of
minary antedating Martin Academy, which subsequently developed into Wash-
ı College, Tenn., and has been claimed by Foote (Sketches of North Carolina,
to be the oldest school in the Mississippi Valley. Foote says Martin Academy
ıcorporated in 1788; Merriam's Higher Education in Tennessee, p. 227, cor-
gives this date as 1783. As a matter of fact, Transylvania Seminary rests
ly on the act passed by the Virginia assembly in May, 1783 (Acts of 1783, p. 40),
ıd "An act to amend an act entitled an act to vest certain escheated lands
county of Kentucky in trustees for a public school," and indirectly on the
act here mentioned, which was passed in May, 1780 (Hening, X, 287-288),
earlier act vests 50,000 acres of Tory lands in thirteen trustees, who are men-
l, for the benefit of schools. In the Transylvania act of 1783 seven of these
en trustees are to appointed. The North Carolina act chartering Martin
my was passed at the April session, 1783 (Martin's Private Acts of North C
, 119).

onesborough address, p. 81.

of the nine conventions held for this purpose occurred between M
ınd July, 1788.

rague's Annals of the American Pulpit, Vol. III, p. 248.

cerning him is that he married the daughter of the Rev. David Rice. After his departure the existence of the seminary was probably for two or three years only nominal, as no other teacher seems, during that time, to have been employed.

The trustees, if they had ever looked upon Danville as the permanent seat of the school, had soon, probably by reason of the lack of efficient local support in its behalf, changed their ideas in this respect and had, as early as May 26, 1785, begun to discuss its location elsewhere. A committee of the board on June 1, 1786, reported in favor of its being located on the seminary lands 2½ miles south of Lexington. The legislature of Virginia, again appealed to in behalf of the struggling enterprise, passed an act on December 13, 1787,[1] granting to the seminary one-sixth of the surveyor's fees in the district of Kentucky, which by a general law, together with a similar share of these fees throughout the State, had formerly been bestowed upon William and Mary College—an act which might have materially helped the school out of its financial troubles if its provisions had not been so defective as to make it practically inoperative until an additional act of December 20, 1790,[2] made it effective by attaching the proper penalties to its violation.

Meanwhile all efforts at endowment at Danville by private subscription had failed, and the trustees, having continued to discuss the matter of location, finally, on April 17, 1788, resolved to hold their next stated meeting in Lexington, probably partly with the view, as has been noted, of soon locating the seminary on the endowment lands near there, and partly because they thought the school would receive a more favorable public consideration in that town. The celebrated John Filson,[3] then teaching in Lexington, took a considerable interest in the enterprise about this time, and through his articles in the Kentucky Gazette[4] and otherwise was perhaps one influence in causing this action of the trustees. We accordingly find the board meeting in Lexington October 13, 1788, and without finally deciding the question of location, which was discussed, resolving to open the school in that

[1] Toulmin's Acts of Kentucky, p. 136; Littell's Laws of Kentucky, Vol. III, p. 576.

[2] Toulmin's Acts of Kentucky, pp. 136, 137; Littell's Laws of Kentucky, Vol. III, pp. 577, 578. Davidson tells us (Presbyterian Church in Kentucky, p. 289) that this law was repealed by Kentucky in 1802. The writer has not been able to find any such repealing act in any of the early collections he has seen, but has found an act of June 23, 1792 (Acts of 1792-1797, p. 171), which suspended the act of 1790 for one legislative session. It is quite certain that the seminary did not get the benefit of these surveyors' fees for very long nor was its income from them ever very large.

[3] See references to sketches of Filson's life in Chapter I, p. 12.

[4] The Kentucky Gazette was established in Lexington, Ky., by John Bradford and his brother, Fielding Bradford, on August 11, 1787, and was the second oldest newspaper published in the Mississippi Valley, being only antedated a few weeks by the Pittsburg Gazette. A number of bound volumes of the early numbers of the Kentucky Gazette are now in the city library of Lexington, and furnish much valuable information on the public affairs of the time, in which its editor, John Bradford, took an able and prominent part.

, a convenient property to be rented until suitable buildings were ed on the seminary lands or elsewhere. Two days later they inted Elias Jones as "professor" in the seminary, at a salary of , payable quarterly from March 1, 1789, and made arrangements, e number of pupils justified it, to have a grammar master at £60, an usher, also, if needed. A subscription paper was at the same drawn up to secure building funds.

e response by the Lexington public does not seem, however, to been at the first much, if any, better than that of the people of ville; and probably because the revenue from the leased lands—its source of income at the time—was too small to pay his salary, Jones seems never to have taught at all in the school, as we find trustees, on April 15, 1789, resolving to have only a grammar er, assisted by an usher if there were more than fifteen pupils. arrival at this time of the library and apparatus given by Rev. Todd seems to have been some encouragement, and it was decided en the school immediately at some convenient place. This con- ent place does not seem to have been easy to find at first, and an rtisement[1] for a teacher, inserted in the Kentucky Gazette, did even receive a ready response. Mr. Isaac Wilson, who had been some time master of Lexington grammar school, however soon ied in answer to the advertisement, and after being examined by a nittee of the board on May 22, 1789, was employed to teach for six ths from June 1, 1789, "at the public schoolhouse adjacent to the byterian meetinghouse, near Lexington."[2] This building was ably the seat of the school of which Mr. Wilson had been for some master, and the two schools were thus probably united for the . Mr. Wilson's salary was to be at the rate of £100 per annum, the tuition rate in the seminary was fixed at £3 per annum.

e new master opened the school at the appointed date, June 1, which is the opening day of the school in Lexington. He went ork with a will, it seems, making a considerable success, at least ly, with the school, and on April 10, 1790, what may be called the public college commencement probably occurring in the Missis- Valley was held in Lexington. The following description of this nencement is taken from the Kentucky Gazette of April 26, 1790:

day, the 10th instant, was appointed for examination of the students of the sylvania Seminary by the trustees. In the presence of a very respectable audi- several elegant speeches were delivered by the boys, and in the evening a dy acted and the whole concluded with a farce. The several masterly strokes equence throughout the performance obtained the general applause, and were owledged by an universal clap from all present. The good order and decorum ved throughout the whole, together with the rapid progress of the school in ture, reflects very great honor on the president.

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the issue of April 25, 1789.

om an advertisement in the Kentucky Gazette of June 6, 1789, which school as already in operation.

The advertisement concludes with the following statement:

This Seminary is the best seat of education on the Western Waters; and it is to be hoped the time is not far distant when even prejudice itself will not think it necessary to transport our youths to the Atlantic States, to compleat their education.

John Price was the English teacher at this time, but we are not informed as to who the other teacher was besides Mr. Moore. The school had, however, hardly gotten settled in its new home and made a fair start toward prosperity when it experienced the first of the many troubles which it encountered on account of disagreement among the members of its self-perpetuating trustees and the peculiar relation in which it stood to religious denominations, especially the Presbyterians.

This denomination, through whose foresight and energy the school had been mainly founded, was put much more on the defensive and was more sensitive than usual in regard to doctrinal matters on account of the prevalence at that time in Kentucky, especially among her public men,[1] of the French deistical philosophy of the day. This fact is to be constantly borne in mind in considering the attitude of the Presbyterians toward the seminary. They had mainly founded the school, but they never seemed, either then or afterwards, to have attempted to obtain exclusive denominational control over it, which, by reason of their preponderance as an intellectual factor for a long time in the early history of the State, they could probably have been able to accomplish on more than one occasion by the aid of legislative action, as was done in regard to other schools by other denominations.[2] Their prominence in connection with the management and administration of the school for some time seems to have been, on their part, more the natural result of their interest in such matters than of any direct intention to control it. It is probably true, as Davidson tells us, that they voluntarily retired from its board of trustees, and allowed prominent public men to be elected in their places in order to increase the popularity of the institution. It was doubtless in this way that they lost their numerical superiority in the board. They were satisfied with the school and were willing to patronize it as long as it conformed to their ideals of what such a school should be, but when its religious tone or teaching, by reason of other control, became what they considered dangerous, they simply withdrew their patronage and established one that better suited their ideas and aims, one of which was to prepare suitable ministers for the church; and yet they were willing to even take the initiative in coming back again when these difficulties were out of the way. They were also equally prompt to retire again and establish another rival when a similar emergency arose.

[1] Several authorities agree that it was owing to the prevalence of these ideas probably that ministers of the gospel were excluded from public offices under the first and second constitutions of the State, a state of things they considered very deleterious to the interests of education, especially public-school education.

[2] For instance, in the case of Bethel Academy and the Methodist Church.

. Moore had for some reason,[1] which does not appear, becom
isfactory as master of the seminary, and on February 5, 1794, Rev.
y Toulmin, a prominent Baptist minister recently come to the
from Virginia, was proposed as his successor. Mr. Toulmin was
sonal friend of Thomas Jefferson, by whom he was strongly recom-
led for the position. He was also a man of ability, and subse-
tly became secretary of state under Governor Garrard, but he was
ected of Unitarian sentiments and his friendship with Mr. Jefferson
not in his favor, especially in the eyes of the Presbyterians, as on
account he was supposed to be tinctured with French philosophy,
fidelity, as they considered it. His candidacy brought on a contest
e board, perhaps intensified by jealousy between the Baptists and
byterians, and although Mr. Toulmin was finally elected on April
94, the Presbyterian members were greatly dissatisfied with the
tion, and most of them resigned, either at once or soon after. Mr.
min's salary per year was to be £100, one-half the tuition fees, and
idence. He was to take office on October 9 following his election,
Mr. Moore resigned two days after that event and Mr. Toulmin was
cted into office on June 30, 1794. The Presbyterians determined
ce to establish an institution more distinctively under their own
ol, to which they could transfer their patronage. Their efforts
ted in the founding of Kentucky Academy, the history of which
mainly engage our attention until the two schools are subsequently
d.

## KENTUCKY ACADEMY.

is school was established on account of the dissatisfaction of
Presbyterians with the management of Transylvania Seminary.
ially with the election of Mr. Toulmin as its master. "Father"
Judge Wallace, and others, prominent in founding Transylvania
nary, were also leaders in establishing the new school.
e initial step in this enterprise, and one that shows its purposes,
the issue by the presbytery of Transylvania on April 22, 1794, of
ldress to the people of Kentucky, Cumberland, and the Miami Set-
ent, proposing to set on foot a grammar school and public semi-
, meaning by the latter term a department of collegiate grade,
h was to be "under their own patronage" and "might furnish the
[illegible] able and faithful ministers." It was to be under the
[illegible] of the presbytery in a general way, but was not to be otherwise

[illegible] as some have stated, because of his leaving the Presby-
[illegible] account of his trial sermon not having been sustained
[illegible] the Presbyterians later put him at the head of their own de-
[illegible] Kentucky Academy
[illegible] country around Nashville, Tenn., then one of the principal
[illegible] of population in that State. Miami referred to the settlement on the Miami
[illegible] position in Ohio
[illegible] Presbyterian Church in Kentucky, p. 291.

sectarian. The charter of the school, granted by the State legislature on December 12, 1794,[1] shows its spirit, which is more catholic than sectarian, in the following provisions:

(Sec. 7.) The president of the said academy shall be a minister of the gospel, of the most approved abilities in literature and acquaintance with mankind that may be obtained, and zealously engaged to promote the interest of real and practical religion.

(Sec. 15.) No endeavors shall be used by the president or other teachers to influence the mind of any student, to change his religious tenets, or to embrace those of a different denomination any further than is consistent with the general belief of the gospel system and the practice of vital piety.

So, while not narrow in spirit, Kentucky Academy is the first school in the State to be called denominational, soon to be one of the characteristic features of Kentucky's educational institutions, although it was not strictly so, as it had no denominational name or legal church connection and was really, in organization, one of the State academies, the first one chartered by Kentucky as an independent State. Its charter conformed to the general academy plan with a cooptative board of eighteen trustees, its management as a somewhat distinctively Presbyterian institution being secured by having its trustees largely, if not entirely, Presbyterians, Rev. David Rice, Judge Wallace, Rev. James Blythe, and others, prominent in local Presbyterian circles, being among their number. We shall see Bethel, another of the State academies founded about the same time, also soon coming under a similar denominational control for a time.

The presbytery, soon after issuing its address, appointed a committee of forty-seven as canvassers for funds to inaugurate the proposed institution. These proceeded with vigor, and soon raised, mainly in Kentucky, upwards of £1,000 ($3,333), quite a respectable sum considering the time and the circumstances under which it was raised. In 1795, Revs. David Rice and James Blythe went East as commissioners from the presbytery to the general assembly of the church at Philadelphia, and while there appealed to a larger Presbyterian constituency and to general benevolence. They succeeded in obtaining in the Atlantic States subscriptions amounting to about $10,000[2] to aid in endowing the new educational enterprise. Among other prominent contributors for this object were George Washington, John Adams, and Aaron Burr, the first two contributing $100 each and Burr $50.[3] Washington, in connection with making his contribution, is said to have inquired very carefully in regard to the state of learning and literature in the West, as Kentucky was then called.

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[1] Littell's Laws of Kentucky, Vol. I, pp. 228–230.

[2] Davidson's Presbyterian Church in Kentucky, p. 164.

[3] This is as given by Davidson (Presbyterian Church in Kentucky, p. 124) and other authorities. Peter's Pennsylvania University, p. 62, gives one of the original subscription papers, which shows this sum to have been $40. It also shows that, among other prominent public men, Robert Morris gave $100.

e first business meeting of the academy trustees was held on March 795,[1] when its location was decided upon and arrangements made ect the necessary buildings. The new school was located at Pisgah, n miles southwest of Lexington, near the home of Judge Wallace, had as its initial endowment, as we have seen, about $14,000. Later, eptember 15, 1797, it received a small but valuable library and philosophical apparatus,[2] amounting in all to about £80 in value, igh Rev. Dr. Gordon, of London, contributed by himself and other ish friends, and under the academy act of February 10, 1798,[3] it granted 6,000 acres of land by the State.

grammar-school department seems to have been opened on October 795,[4] and had as its first teacher Rev. Andrew Steele. On April 796, Mr. Steele was succeeded by Rev. James Moore, formerly er or principal of Transylvania Seminary. Mr. Moore was cted to his former position in Transylvania Seminary on Septem- 3, 1796, and notices in the Kentucky Gazette show that Mr. Steele took charge of the academy, John Thomson becoming his assist- on October 6, 1797, when the seminary or collegiate department first arranged to be opened. We know very little of the history of chool, but it seems in the main to have been fairly successful dur- he period of its existence. The last meeting of its trustees occurred ctober, 1798, when the question of its union with Transylvania nary was finally decided, and the arrangements looking toward end completed.

anwhile Transylvania Seminary seems to have had somewhat of a ar history under Mr. Toulmin. The funds of the school seem for reason to have become low again, and so we find that on the day ook the oath of office the previous order of the trustees allowing scholarships was revoked. Only two teachers were employed ng the administration, the assistant teacher for at least most of time being Jesse Bledsoe, later one of the distinguished law pro- rs of Transylvania University. It is probably true that several he State academies, especially Salem Academy, at Bardstown, g in various ways situated under somewhat more favorable circum- ces, were more highly prosperous about this time than either Tran- ania Seminary or Kentucky Academy. The people of most portions e State, especially that around Lexington, then the commercial for a time the political center of the State, were too deeply engrossed e Indian wars of the Northwest, the reform of the criminal stat-

shop's Church in Kentucky, p. 97.

ock and others mention certain antiquated pieces of apparatus, now in Ken- University, as being probably parts of this old donation. They probably belonged to it or to the apparatus given by Colonel Todd, or perhaps to e references to Toulmin and other authorities in Chapter II.

is is according to Bradford (Notes, p. 438) and is probably correct. the opening occurred early in 1795, soon after the presbytery had ne.

utes, the resolutions of 1798, the free navigation of the Mississippi River, the acquisition of Louisiana, and similar matters to pay very much attention to education. Later the war of 1812 became a matter of all-absorbing interest, in which struggle we have accounts of teachers and scholars, especially in the "old-field" schools, enlisting almost en masse.

Frequent calls for meetings through the columns of the Kentucky Gazette, and the passage of a law by the legislature in 1795[1] making seven members a quorum for all ordinary business, because it seems more would not attend their meetings, show that even the trustees were not very careful in regard to their duties. The course of study in Transylvania Seminary was laid out by a committee of the board early in Mr. Toulmin's administration, probably at his suggestion, and arrangements were made to enlarge the library. It is rather interesting to note the curriculum laid down, as showing the scope of the work then done and the ideas of classification then in use. The following division of subjects is given: Professional—the Greek, Latin, and French languages, and bookkeeping; nonprofessional—geometry, geography, politics, composition, elocution, moral philosophy, astronomy, history, logic, and natural philosophy. Additional library facilities were at this time secured by the foundation, on October 8, 1794, of what is now the city library of Lexington, then first established by a stock company on the share plan and for some time located in the seminary building.

Mr. Toulmin was unanimously reelected at the end of his first year's service, but voluntarily retired on April 4, 1796. In a letter in the Kentucky Gazette, on April 9, 1796, he gives as the principal reason for his withdrawal the smallness of the salary attached to the office, but also intimates that the state of public opinion in regard to the school was not very satisfactory, owing probably to the contest which arose at the time of his first election. Some acts[2] of the legislature passed during his administration, which were calculated to interfere with the powers and rights of the trustees, but which seem never to have been pressed to any definite result, are probably evidences of this dissatisfaction. The financial condition of the school had improved somewhat, as it was arranged on June 10, 1795, to erect a dormitory for it at a cost of £1,073¼, which amount was derived from the rent of the seminary lands. Soon after his retirement from the seminary Mr. Toulmin became secretary of state under Governor Garrard and was subsequently a federal judge in Alabama.

On September 23, 1796, Rev. James Moore was again called to the head of the seminary, with the same salary as that of his predecessor.

[1] Passed December 21. See Toulmin's Acts of Kentucky, p. 467, and Littell's Laws of Kentucky, Vol. III, pp. 576–577.

[2] One passed November 21, 1795, suspended the trustees from office until the end of that legislative session, and another, passed December 21, 1795, put them under the control of the court in the judicial district in which they met.

active rivalry between it and Kentucky Academy seems to have
d as soon as Mr. Toulmin, whose election had caused the sepa-
n, had resigned. The members of the two boards most deeply
ested in the cause of education, particularly Judge Wallace, seem
to have thought of the union of the two schools, desiring to build
n institution that might be a credit and honor to the State by com-
ng the two endowments. Moderation and good sense prevailing,
commendable object was at length accomplished after considerable
ission and deliberation. A proposition for the union came from the
emy trustees as early as June 3, 1796, and on September 23 of
year was reported on by a committee of the seminary trustees as
the public good" and "consistent with the laws."[1] On October 10
wing, committees of the two boards agreed upon a plan of union
tically the same as that subsequently adopted, but for some reason,
ough it was at first accepted by the seminary board the next day, this
debated and discussed at intervals for over two years, whether on
unt of the academy trustees insisting, as one of the conditions of
n, that the students should be required to attend prayers daily and
ch service on Sunday does not appear, although this was in the
s proposed by the academy trustees and may have been one of the
tions at issue.

eanwhile, Transylvania Seminary, although apparently growing
prosperous, as is shown by the appointment, on October 10, 1797,
e same time that Mr. Moore was unanimously reelected, of a French
her at a salary of $50 and the tuition in his department, even made
ositions for union to another school in Lexington—Lexington
lemy; but finally, on November 2, 1798, the union with Kentucky
lemy was definitely agreed upon. This union was, upon joint peti-
of the two boards drawn up November 3, 1798, and consummated
act of the State legislature on December 22, 1798.[2] This action was
ndorsed by "Father" Rice and some other promoters and friends
entucky Academy, who still mistrusted the management of Tran-
ania Seminary, but was largely brought about by the influence of
e Wallace, a friend of both schools and of the cause of education
neral. It was, as we have seen, only part of a splendid educational
, of which the academy act of the same date was another part, for
conception of which Judge Wallace is entitled to imperishable honor.

## THE UNIVERSITY PROPER.

uary 1, 1799, the day on which the act of December 22, 1798,
into effect, may be truly called the natal day of Transylvania
ersity, as the combined institution was called in the act of union.
history of the new university from this time forward may be, in

[1] [illegible] Trustees of Transylvania Seminary.
[2] Acts of Kentucky, pp. 467-468; Littell's Laws of Kentucky, Vol. II.
[illegible]

general, according to Collins, divided into four periods, as follows: (1) That from 1799 to 1818, (2) from 1818 to 1827, (3) from 1827 to 1849, and (4) from 1849 to 1865.

PERIOD FROM 1799 TO 1818.

The joint petition of the two boards to the legislature asking for the act of union is of interest as showing the ideas and purposes had in view in their action. The main clause of its preamble reads as follows:

> That the respective boards of the said trustees, contemplating the many singular advantages to be derived to this remote country from promoting therein a university well endowed and properly conducted, more especially as by this measure only many of our youths can be prevented from going into other countries to complete their education, where they must greatly exhaust their fortunes, and from whence they may probably return with corrupted principles and morals to be the pests and not the ornaments of the community, and further contemplating that the uniting of several of the institutions of learning which have been originated in this country is essential to the speedy attainment of that object; therefore, the said boards of trustees have unanimously resolved and mutually agreed on the following terms of union, which they also consider very desirable in many points of view.[1]

Then follows the plan of union, which will not be quoted at length. It was simply, in effect, an enlargement of the Transylvania Seminary act of 1783, as the laws regulating the seminary were to be those regulating the university, unless altered by the legislature upon joint petition of a majority of its new board of trustees, and the seat of the university was to be Lexington, unless changed by a two-thirds vote of that board. The more distinctive outlines of a university are to be seen in the new charter in the extension somewhat of the already ample powers conferred by the seminary charter, in the arrangement of a broad plan of possible union with other schools, in the system of preparatory schools provided for, as noticed in connection with the history of the early university system, and in the establishment of free scholarships for deserving poor students.

The new institution, by the union of the funds of the academy and seminary, also began to have quite a respectable endowment for the time. Kentucky Academy, according to a report of a committee of its trustees made October 11, 1796,[2] possessed nearly $8,000 in cash, reliable subscriptions, books, and apparatus, besides the 6,000 acres of land later given to it by the State; while Transylvania Seminary had, besides its educational plant in Lexington, 14,000 acres of land, having, as Davidson[3] tells us, secured an additional 6,000 acres under the general academy act of 1798, thus making the combined land endowment, according to various estimates, to be worth from $40,000 to $179,000. He also informs us that the combined chemical and philosophical

[1] Records of the Board of Trustees of Transylvania Seminary.

[2] £2,298 14s. 10½d., Records of Trustees of Transylvania Seminary.

[3] Presbyterian Church in Kentucky, p. 296.

apparatus of the new institution was good, and that its library num 1,300 volumes.

The legislature had selected, as trustees, the list of twenty-one submitted to them in the petition, instead of accepting the other al tive proposed, to unite the two old boards and not allow any vac to be filled until twenty-one members were left. The new boar made up of eight members selected from each of the old ones, an others, including Judge Wallace, John Bradford, George Nic James Garrard, and other prominent public men, and was const in such a manner as to give the Presbyterians a representation o half or more of the whole. The new body was on the same coop basis as the old one, and unfortunately some of the old fi ional seems to have remained among its members.

Rev. James Moore, now an Episcopalian, was continued at the of the new university as its president, and had associated with its faculty Rev. James Blythe, M. D., D.D., and Rev. Robert S both Presbyterians, the respective chairs of the three being philosophy, logic, and belles-lettres, mathematics and natural ph phy, and languages. The president's salary was $500 and certai quisites, including a residence, while that of the professors was each. At their first meeting under the new régime, on January 8, the trustees gave the institution the appearance of a real univ by appointing Hon. George Nicholas, professor of law and politic Drs. Samuel Brown and Frederick Ridgely, professors respectiv chemistry and surgery.[1]

Mr. Nicholas had been prominent in Virginia, especially in the vention that adopted the Federal constitution, and is called by B practically the author of the first constitution of Kentucky, to State he had come shortly before the meeting of its first constitu convention, and "the most eminent lawyer of his time, wheth learning or his powers of mind be regarded." He began a cou instruction in law in the university to a class of about ninet stu among whom, it appears, were William T. Barry and others, quently celebrated in Kentucky history, but died before the end year, the remaining lectures and the examination of his class taken charge of on August 7 of that year by a committee o trustees, themselves prominent lawyers.

Dr. Brown is famous as being the first[2] regular medical profes

The transcript of the minutes of the trustees examined by the writer call chairs simply chairs of medicine. They are given in the list as usually sta most authorities. Peter's Transylvania University, page 77, gives them as chem anatomy, and surgery, and materia medica, midwifery, and practice of phys is quite certain that Dr. Ridgely gave lectures on surgery.

History of Kentucky, p. 206.

He was appointed before Dr. Ridgely. Dr. Brown vaccinated as many people in Lexington and vicinity before any other physician in America wou the experiment.

the West and for his achievements in the introduction of vaccination into America. He was connected with the medical faculty of the university until 1806 and again from 1819 to 1828.

Dr. Ridgely is noted as being the first to deliver medical lectures in the West and as being the preceptor of the celebrated Dr. B. W. Dudley, afterwards so long and successfully connected with the university faculty. Dr. Ridgely lectured about this time to a class of six medical students, but seems to have done so in an individual capacity, as both his appointment and that of Dr. Brown as professors in the university seem to have been, at this early period, merely nominal.

On October 18, 1799, Hon. James Brown, a member of a family then and since very prominent in the history of the State, became Mr. Nicholas's successor as professor of law. This chair for the remainder of this period was occupied for short intervals by Henry Clay, who was elected October 10, 1805; James Munroe, elected October 16, 1807; John Pope, elected March 1, 1814, and John Breckinridge, elected April 18, 1817, all of whom probably lectured more or less.

On November 4, 1799, Rev. James Welch succeeded Rev. Robert Stuart as professor of languages. He held the position until July 17, 1801, when some difficulty with the students caused him to resign, and on July 23 following Alexander McKeehan was elected to the chair. Considerable trouble seems, for some reason, to have been connected with this chair, for we find that, on October 7, 1802, Rev. Andrew Steele, formerly connected with Kentucky Academy, succeeded Mr. McKeehan, and that on November 3, 1803, he was succeeded by James Hamilton, and he in turn, on October 1, 1804, by Ebenezer Sharpe, who was either more fortunate or more efficient than his predecessors, for he held the position until the end of this period.

We know that the number of students in attendance upon the university was not large about the end of this period, and there were, probably, comparatively few[1] during Mr. Moore's presidency. A college course of fairly good compass for the time was, however, maintained, and on April 7, 1802, the first degree granted by the institution, that of A. B., was conferred on Robert R. Barr. On October 6, of the same year, the same degree was conferred on Josiah Stoddard Johnston and Augustine C. Respass. Mr. Johnston subsequently became United States Senator from Louisiana.

For some reason, not apparent, a misunderstanding seems soon to have arisen between Mr. Moore and the trustees, and on October 4, 1804, Dr. Blythe was asked to act as president, while still retaining his professorship, and on November 4 following, Mr. Moore having resigned the presidency, his chair was filled by the appointment of

[1] Davidson tells us that, at the close of the century, there were 45 students in the academic department, 19 law students, and 6 medical students. For further statements in regard to the early attendance, see Peter's Transylvania University, pp. 90-91.

Robert H. Bishop, A. M., who held the position until 1824.[1] Mr. e did not, however, lose his interest in the institution or sever his ection with it entirely, as we find he became a trustee in 1805, and ined one for some time afterwards. He subsequently devoted elf mainly to the work of his church, becoming, in 1809, the first ar rector of Christ's Episcopal Church, in Lexington. He was guished for his learning, piety, and courtesy, and had done con- able under the circumstances toward laying the foundation of sylvania's future prosperity.[2]

v. Dr. Blythe remained as acting president of the university until the end of this period, during which time the institution grew in nd and healthy, though moderate way. The course of instruction academic department was soon brought up to an equality with of the Eastern colleges, except in the classics, which were then ded as of somewhat secondary importance in the West, and on ber 31, 1812, an extra teacher was added to the faculty of this rtment in the person of John B. Fouchier, who was made instructor rench.

. Blythe also endeavored to develop the professional departments, ially that of medicine. Dr. Elisha Warfield had already, in 1802, added to the medical faculty, as yet only prospective, as professor rgery and midwifery, and in 1805 Rev. James Fishback, M. D., was inted to the chair of theory and practice of medicine, thus making, Dr. Brown, who held the chair of chemistry, what may be called irst regular faculty of the department. No teaching was, however, at this time, and all the professors resigned their chairs in 1806. pril 8, 1809, a more complete faculty was organized, among whom elebrated Dr. Dudley appears for the first time. The professors heir chairs were as follows: Dr. B. W. Dudley, anatomy and physi- ; Dr. Joseph Buchanan, institutes of medicine; Dr. James Over- materia medica, and Dr. Elisha Warfield, surgery and midwifery. Dudley remained in this faculty one or two years, but neither he nor of his colleagues seem to have delivered any lectures at this time. nother reorganization of the faculty took place on November 11, when Drs. Thomas Cooper, B. W. Dudley, Coleman Rogers, Sam- Brown, William H. Richardson, and Charles W. Short were elected ors. All of these, however, declined except Drs. Dudley and ardson, the former of whom lectured regularly in his department [illegible] the latter occassionally in 1816-17, a committee of the ors reporting to this effect on February 22, 1817, when it is also d that Dr. Richardson had fifteen or sixteen students in his depart-

[illegible] to become president of Miami University, Ohio.

[illegible] Mr. Moore is to be found in Collins's History of Kentucky, Vol. I,

[illegible] Drs. Cooper and Rogers are here taken from Peter's Transyl- [illegible] where the chairs of all these prospective professors are [illegible]

ment of midwifery and would lecture regularly in the future. On December 10, 1816, Dr. Daniel Drake was elected professor of materia medica, and on February 28, 1817, Dr. James Overton became professor of theory and practice of medicine and Dr. Blythe was transferred to the chair of chemistry. These, with Drs. Dudley and Richardson, became the first active medical faculty of Transylvania University. They lectured regularly during the session of 1817–18 to a class of about twenty students, and in 1818 the first medical commencement in the Mississippi Valley was held at Lexington, the degree of M. D. being conferred on one candidate, John L. McCullough.

The funds of the institution also improved during this period. The greater part of the original endowment grant of 8,000 acres of land, which had been previously leased for long terms at a low rate, had been sold, about 1812, for $30,000, which was invested in stock of the Bank of Kentucky, and with its increments and the income accruing from other sources, Davidson[1] tells us, made the money endowment of the institution, in 1812, $67,532.

We now begin to find many resolutions passed by the trustees looking toward the erection of a new building, the means for which were to be at least partly obtained by selling a portion of the old campus, which was to be divided by having streets[2] run through it. Steps were also taken with a view of securing "a gentleman of ability and talents" for president. Counter propositions were also made to simply repair the old building and let affairs proceed in much the old way. Rev. Dr. E. Nott, Rev. John B. Romeyne,[3] and finally Rev. Horace Holley, D. D., were successively invited by the trustees to accept the presidency of the university, and then this action was rescinded in favor of retaining Dr. Blythe. There were evidently factions[4] in the board, and strong differences of opinion as to the proper policy to be pursued, rumors of which soon began to reach the public ear, for, as early as December 29, 1815, we hear of a legislative committee being appointed to inquire into the state of the institution, in answer to which action the board issued an address to the public, and on February 3, 1816, appointed a committee to defend the university before the State senate against calumniating reports, and two days later John Pope was employed as counsel for that purpose.

In 1816 the university grounds were ornamented with shrubbery and otherwise greatly improved, and also considerably enlarged through

[1] Presbyterian Church in Kentucky, p. 297; Davidson says the sale of lands occurred about 1806, but the records of the trustees show that the principal sale occurred in 1812.

[2] Mill and Market streets were run through it at this period, and a small strip on the west, cut off by Mill street, sold to Thomas January for $1,000. The running through of a street from east to west and the sale of one-half the campus thus divided was also discussed.

[3] Dr. Nott was then president of Union College, New York, and Rev. John B. Romeyne was a prominent Presbyterian clergyman of New York.

[4] See Davidson's Presbyterian Church in Kentucky, p. 298, for these factions.

iberality of several friends of the institution, including the cele-
d statesman Henry Clay, the Higgins lot, now the western part
e Kentucky University campus, having been acquired in the latter
of this year, partly by donation and partly by purchase. In 1817
rection of a large and handsome new brick building was begun.
as completed in 1818, was located near the center of the old cam-
was three stories in height, and contained thirty rooms. It
ded, besides the rooms set apart for academic purposes, a dormi-
and refectory, with accommodations for a hundred students. Rev.
er Rice, a prominent Baptist clergyman, had been called to the
dency in March, 1816, and in April, 1817, Philip Lindsley, later and
the distinguished president of the University of Nashville, was
ed to the position. These both declined, and on October 25, 1817,
Holley was again balloted for, ineffectually at that time, but on
mber 25 following he was unanimously elected, at a salary of
00[1] per annum, an amount which shows the improved financial con-
n of the university. After a visit to Lexington, during the follow-
ummer, Dr. Holley formally accepted the position.

. Blythe had, on March 23, 1816, after one or two previous resig-
ns which he had been induced to withdraw, finally resigned his
essorship, and with it the acting presidency of the university. He
remained at its head for twelve years, during which time it had
considerable progress. He was too exclusive to be popular, but
a diligent and efficient teacher and a man of ability. Collins[2] tells
at he had "native strength of character, prompt decision, and a
tical turn which enabled him to acquit himself well in every situa-
" On February 28, 1817, he was elected professor of chemistry in
medical department of the university, which was then first regu-
opened, a position which he retained until 1831. Just prior to his
nation in 1816 the trustees had furnished him with $1,000 for the
hase of apparatus for the chemical department.

February 3, 1818, occurred what may be called the closing inci-
of this period of the university's history. On that date, at whose
tation it does not appear, an act was passed by the legislature
ving the old board of trustees and appointing a new one of thir-
members, eight of them being at the time members of the old
d, and another, Henry Clay, having been formerly so. The new
was composed of prominent public men of excellent merit, but of

[illegible] not his salary at first, and not $3,000, as usually stated.
[illegible] at a later period in his administration. The salary
[illegible] 1818, and was later made as much as $1,800 in some

[illegible] Another sketch of his life is to be found in
[illegible] Vol. III, p. 592.

[illegible] Among the thirteen trustees were Henry Clay, Robert
[illegible] John T. Mason, jr., Robert Wickliffe, John Pope, John
[illegible] and [illegible] Humphreys.

no special religious pretensions or connections. The religious apprehensions of the Presbyterians, especially of the old board, already perhaps considerably aroused by the alleged Socinianism[1] of Dr. Holley, the new president, whose last election had been unanimous, because they had refused to take any part in it, were further intensified by this action which they considered dangerous in its religious tendencies and which they also regarded as illegal,[2] in that it had not been petitioned for by a majority of the trustees, as required by the charter. We shall find these circumstances rather adverse to the interests of the university in raising up against it a strong religious prejudice in the public mind generally and in causing the Presbyterians particularly to be very unfavorably disposed toward the new administration and very much inclined to withdraw their patronage, as we shall soon see them doing. At the same time this act of reorganization had its beneficial effect, as expressed by a committee of the two houses of the legislature in 1827, in taking Transylvania University "into their more immediate protection,"[3] and attempting to make of it more distinctively a State institution and to build it up into a great university under State auspices. The old board, in view of their going out of office, issued, on February 28, 1818, an address on the interests and prospects of the university, the former of which they considered of great public importance, the latter very flattering. This was their last official act.

The attendance during this early part of the institution's history was not large, as the records of the trustees report, on October 18, 1817, that there had been 77 students the past session.[4] The slow growth in the number of students may be partly accounted for by the preoccupation of the people in other matters and by the constant elevation of the standard of scholarship which made entrance more difficult. Hon. Robert Wickliffe, the president of the new board of trustees of 1818, says in a notice in Niles's Register[5] that the college is

[1] This had been noised abroad somewhat at the time of his first election, on November 11, 1815, and was probably the cause of that action being rescinded later, when a committee was appointed to inquire into his character.

[2] The language of the charter and the position taken by previous legislatures certainly gave them good grounds for taking this position. The act of 1783 had merely declared "that the said trustees shall at all times be accountable for their transactions touching any matter or anything relating to said seminary in such manner as the legislature shall direct." The natural inference from this was that they might be removed from office or otherwise punished for malfeasance, but not that their organization could be altered except according to the provisions of the charter itself. This was the construction put upon that charter by the acts of November 21, 1795, and December 21, 1795, which did not reorganize the old board, but merely suspended them from office in the one case and in the other made them accountable for the discharge of their duties to the district court. The position taken by the Presbyterians was at least as tenable as the opposite one, given in Peter's Transylvania University, pp. 22-24.

[3] Davidson's Presbyterian Church in Kentucky, p. 315.

[4] Niles's Register, vol. 23, p. 387, tells us there were 60 students in the academical department in the summer of 1818.

[5] Vol. 15, p. 132.

ve an education "as good as is given in other colleges in the ed States." There had been altogether, including honorary ees, only 22 degrees granted during this period, which may be l a period of substantial though gradual growth and of excellent aration for future work.

## PERIOD FROM 1818 TO 1827.

. Holley's[1] administration, extending from November, 1818, to h. 1827, is by far the most brilliant era of the university's history. new president aimed to make of Transylvania a genuine univer- complete in every college and liberally endowed. He was in ways admirably fitted for the undertaking. Having graduated le in the class of 1803, when about 22 years of age, he had, after ing law for a while in New York and then abandoning it for the try, pursued the study of theology under Dr. Dwight in New n, where he had become a Unitarian, not under his preceptor, but his personal conviction. Since 1809 he had been the pastor of Hollis Street Unitarian Church of Boston, Mass., where he was ly beloved and admired. He was a man of engaging manners of great personal magnetism. Besides, his learning was very and his eloquence so stirring as to cause a staid New England ence to burst into noisy applause on the occasion of his delivering mon before the Ancient and Honorable Artillery Company of on. In Lexington he entertained freely patrons of learning and guished strangers, and captivating, as he did, all who came near was calculated to interest them in the welfare of the university, he did in a very successful way in the case of the State legis- e and of such public-spirited citizens as Col. James Morrison, y Clay, and others.

e circumstances were also favorable for a new era of progress, as tate had just emerged, with great credit to herself, from the war 12, which effectually did away with all Indian hostilities in or the future, and the people had now time and opportunity to their attention to educational matters, hitherto necessarily much ted. The State was also now disposed to renew its attention patronage to the university as the only effective center of higher ation in its midst, the academies by this time having proven recog- tudates in many cases. This help was greater than ever before, was now especially timely.

. Holley was formally inaugurated on December 19, 1818, and at set to work to build up the institution, and proving, in many ways, in fact the place, the university entered upon a career of almost ous prosperity, in which the plans of Judge Wallace seemed

[1] For biographical sketches of Dr. Holley, see Collins's History of Kentucky, p. 27; also especially Dr. Charles Caldwell's Discourse on the Genius and character of Rev. Horace Holley.

about to be realized. The faculty was soon reorganized and enlarged, and men of reputation called to the various chairs, largely through the president's personal influence. Its personnel in October, 1821, was as follows: Academical department: Rev. Horace Holley, A. M., LL. D., president, philology, belles lettres, and mental philosophy; Rev. R. H. Bishop, A. M., natural philosophy and history; J. F. Jenkins, A. B., mathematics; John Roche, A. M., languages; Constantine S. Rafinesque, natural history, botany, and modern languages; J. W. Tibbats and B. O. Peers, tutors. Medical college: Charles Caldwell, M. D., institutes of medicine and materia medica; B. W. Dudley, M. D., anatomy and surgery; Samuel Brown, M. D., theory and practice of physic; W. H. Richardson, M. D., obstetrics and diseases of women and children; James Blythe, M. D., D. D., chemistry. Law school: William T. Barry, professor.

Dr. Daniel Drake was soon added to the medical faculty and Judge Jesse Bledsoe to the law faculty.

Prof. C. S. Rafinesque,[1] who held the chair of natural science in the academic department and of medical botany in the medical department, was connected with the university from 1819 to 1825, and was probably, at the time, the most eminent scientist in America. In 1824 he established, in connection with the university, a botanical garden, which, however, was not a financial success, and was not long kept up. He is the author of a number of scientific works, and although somewhat visionary, did much valuable teaching.

The professional departments especially were developed by Dr. Holley, and the medical college, which had been again suspended in 1818, but was revived in 1819, soon began to hold a prominent rank not only in the West, but in the country at large. Its library, secured by a special visit of Dr. Caldwell to the continent in 1820, was so rare and valuable, many of the books being those of eminent French physicians ruined by the Revolution, as to make it one of the best of its kind in America. The number of students in this department grew from 20 students and 1 graduate in 1817–18 to 281 students and 53 graduates in 1825–26, there being 93 students in 1820–21, 138 in 1821–22, 170 in 1822–23, 200 in 1823–24, and 234 in 1824–25.[2] Its faculty was also unexcelled in the country for their talents and acquirements. We have already noticed Dr. Brown's celebrity in speaking of his nominal connection with the university from 1799 to 1806.

Dr. Caldwell[3] had been formerly a member of the faculty of the University of Pennsylvania, and was very noted both as a physician

[1] For a more extended sketch, see Collins's History of Kentucky, Vol. II, pp. 201-202; also, Life and Writings of Rafinesque, by R. E. Call, M. A., M. Sc., M. D., Louisville, 1895.

[2] There were 241 students in 1826–27, after Dr. Holley's first resignation had been offered.

[3] For fuller sketch, see Collins's History of Kentucky, Vol. II, p. 219; Collins's Sketches of Kentucky, pp. 558–559.

a teacher. He was connected with the Transylvania medical
lty from 1819 to 1837.

·. Drake,[1] long one of the most eminent medical professors in the
t, in the medical colleges of Cincinnati and Louisville as well as
ngton, was connected with the Transylvania University faculty
1823 to 1826, as well as in 1817–18.

·. B. W. Dudley,[2] long the most eminent surgeon in the Mississippi
ey, if not in the whole country, famed especially for his operations
thotomy and upon the eye and cranium, as well as other delicate
ments, was a great teacher as well. An alumnus of Transylvania
ersity and a graduate of the University of Pennsylvania in medi-
he had later pursued the study of his chosen profession for four
s in London and Paris. He entered the Transylvania medical
ty regularly in 1817 and remained in it for forty years, contribut-
in no small measure to its great success by his personal efforts
reputation.

s. Richardson and Blythe were also noted as successful teachers
eir respective departments.

·. Drake tells us, in speaking of this faculty and of the law faculty
is time, "that they were men of brilliant talents and wide reputa-
and collectively constituted a greater array of strength and bril-
y than was scarcely ever collected in any institution at one time."[3]
h valuable research and investigation was carried on at the uni-
ty at this time by its medical faculty, the results of which were
· known through the Transylvania Medical Journal, which they
published. This faculty was further strengthened, either during
period or soon after, by the addition of such eminent professors as
John Esten Cooke, L. P. Yandell, H. H. Eaton, and Charles W.
t, most of whom remained connected with it for many years
wards. For some time to come, with its distinguished corps of
ssors, its excellent chemical and anatomical apparatus, and its
rpassed library, it fairly claimed to be the equal of any medical
l in the country in equipment, and was only excelled in numbers
e medical department of the University of Pennsylvania.

esident Holley not only thus enlarged and strengthened the profes-
al departments, but, as a means toward this end and toward the
al building up of the university, was able to induce the legis-
e and Lexington to contribute[4] to the wants of the institution

[illegible] History of Kentucky, Vol. II, p. 580; also memoir [illegible] incorrectly says he remained at Transylvania [illegible]

[illegible] History of Kentucky, Vol. II, p. 218. Dr. Dudley remained [illegible] faculty until 1858. He died in Lexington. [illegible] years.

[illegible] p. 1[illegible]

[illegible] appropriations, see Report of the Superintendent of Public [illegible] for 1875–76, pp. 15–16, Appendix; Autobiography of [illegible] also Acts of 1818–19, pp. 692–693, of 1819–20, p. 352, and [illegible] p. [illegible] and 160–162.

more liberally than ever before. In 1819 the legislature granted to the university the bonus of the Farmers and Mechanics' Bank for two years, amounting to $3,000; in 1820, $5,000 from the State treasury to buy books and apparatus for the medical college; in 1821, one-half the net profits of the Lexington branch of the Bank of the Commonwealth for two years, yielding $20,000, which was, however, only equivalent to $10,000 in specie; in 1822, a lottery privilege of $25,000 for a new medical building, and also 2 per cent of the auction sales in Fayette County for a law library; in 1824, $20,000 from the State treasury. Lexington, in 1820, also gave $6,000 for the equipment of the medical college, and in 1822 citizens of the town contributed about $5,000[1] more. These would be considered rather small donations nowadays to a State educational enterprise, but were quite liberal for the time and circumstances. They were, however, always given against strong opposition in the legislature, and were accompanied by other legislation in some respects adverse to the university.[2] We shall soon find that when the old opposition became strengthened by popular dissatisfaction in regard to the administration of the university, all State appropriations were entirely withdrawn.

Unfortunately all the early donations, instead of being added to the endowment of the institution, had to be used to pay its debts and supply it with books and apparatus. The result was that in 1825 few colleges in the country had better libraries and internal equipment generally than Transylvania University, but there were little means for the institution's future expansion. The attention of benevolently-minded individuals was, however, being attracted to the university by its work under Dr. Holley, as is shown by the bequest of Col. James Morrison,[3] who had been for some time the chairman of its board of trustees and who died on April 23, 1823. This legacy included the gift of $20,000 to endow a professorship,[4] and a residuary estate of about $50,000 to be used to erect a new college building, which was to bear the name of the donor.

Circumstances, as we have seen, were favorable, and as Dr. Holley's objectionable opinions and actions were not generally known for some time, he was able by his great executive ability to build up the institution very rapidly and to make its name known not only in the State, but throughout the country and even in Europe. The governors of the State soon began in their messages to speak of the honor and

[1] The exact amount was $4,832.

[2] Caldwell tells us (Autobiography, p. 360) that the failure of the legislature to renew the charter of the Bank of Kentucky, in which its original endowment funds were invested, lost the university about $20,000.

[3] Colonel Morrison was a Pennsylvanian who had come to Kentucky in 1792, where he had acquired large wealth for the time. He was very public spirited and took an interest in other public enterprises besides Transylvania University. For a more complete sketch of his life see Collins's History of Kentucky, Vol. II, p. 196, and Davidson's Presbyterian Church in Kentucky, p. 306 et seq.

[4] Or library by the will, but the trustees chose the professorship.

r it reflected upon Kentucky, and its graduates soon began to be rtant factors in the life of the South and West, from which sections of them came. The relative importance of the university among rican colleges during the early part of this period may be shown what by the fact that in March, 1821,[1] it had 282 students, while had 319, Harvard 286, Union 264, Dartmouth 222, and Princeton Of the Transylvania students, 185 were at that time in the emic department.[2]

it Dr. Holley's religious opinions, supposed by many to verge on infi- y, began to be noised abroad, as did also his love of worldly amuse- , equally objectionable to many, and, by reason of the prejudice sectarian animosity of the day, it soon began to arouse criticism opposition. The Presbyterians had early become alarmed, and soon his election had again determined to have an institution undoubt- under their own control, a movement resulting in the founding of re College in 1819. The Catholics founded St. Joseph's in the same and St. Mary's in 1821, and the Methodists Augusta in 1822. The denominational idea was prominent in the establishment of Cum- and College by the Cumberland Presbyterians in 1827, and later of getown College by the Baptists in 1829 and of Bacon College by hristians in 1836.

opposition on the part of the general public, through the press and rwise, also soon began to manifest itself, and as early as 1824 Pro- rs Barry, Bledsoe, and others, connected with the faculty of the ersity, deemed it well to issue a pamphlet defending Dr. Holley ist unjust calumnies. The former opposition of the legislature increased in response to the state of public opinion, as was perhaps shown by the reorganization of the board of trustees in 1821,[3] four new members were added to its number. Committees of stigation into the condition of the university, which was accused travagance, began to be frequently appointed soon after this, and

[1] [illegible] from Niles's Register, vol. 29, p. 63. Vol. 31, p. 158, of this work gives the number of graduates of other colleges for the year 1826 as follows: Harvard, [illegible], Princeton, 24; Amherst, 32; Dartmouth 37, and Union 71. The fol- [illegible] by Transylvania taken mainly from the American Journal [illegible] for 1829, pp. 311-313 will serve for a comparison later in this period; [illegible] A. B.'s, B. L.'s and M. D.'s not given; in 1824, 24 A. B.'s, 16 B. L.'s, and [illegible] A. B.'s, 16 B. L.'s, and 57 M. D.'s.

[2] [illegible] in this department of the university for other years of [illegible] catalogues and other sources, was as follows: 1821-22, [illegible] 1825-26, 151; 1826-27, 96. Of these, the number in [illegible] each year respectively were 62, 51, 27, 40, and 39. The law [illegible] ascertained, were for 1820-21, 9; for 1821-22, 69; [illegible] The medical students have been given on page 59. [illegible] for 1823-24 represented fourteen States and the District of [illegible]

[3] [illegible] December 18, 1821, appropriating the profits of the branch Bank of [illegible] with, in connection with which it was declared that the university [illegible] for the future on State aid.

hindrance rather than help was to be expected in the future from the State.

Discouraged and irritated by the state of public opinion, and harassed by charges which he felt to be unmerited, Dr. Holley, despairing, as he did, of the further enlargement of the university, especially through State aid, felt constrained to resign, offering his resignation at first to take effect in January, 1826. He withdrew this resignation at the solicitation of friends, but on January 18, 1827, finally resigned, to take effect in the following March, greatly to the regret of the majority of the citizens of Lexington, of the trustees, and of the students, a number of the latter leaving the institution upon his retirement. He left Lexington on March 27, 1827, to engage in other educational enterprises in Louisiana, and died of yellow fever on July 31 following, while on his way by sea to New York.

He certainly had done much for the university, as shown by its remarkable growth during his administration. He is, however, not entitled to all the credit for the most brilliant period of the institution's history, for, as we have seen, he was greatly aided by favorable circumstances, which, under any fairly good management, would have caused a considerable expansion in the university's sphere. A great deal of the foundation of its prosperity had been laid under the conservative but careful adminstration of Dr. Blythe. The academic department had been brought up to the proportions of a college, the law department inaugurated, and the medical department fairly started. Much of the success of this last department is to be attributed to the energy and ability of Dr. Dudley, who had already become fully identified with the department in 1815, and was a member of its first regular faculty in 1817. Dr. Drake tells us that the prosperity of the medical school was mainly due "to the public spirit and exertions of Dr. Dudley."[1] Before the advent of the Holley era the institution had already acquired considerable local reputation, and was beginning to attract the favorable attention of the State authorities, how much through the personal influence and efforts of Dr. Blythe we know not. Governor Slaughter, in his message of December 2, 1817, recommended that Transylvania University, which he says "will soon hold an eminent rank among the institutions of learning in the United States," be extended such aid as will place it "on the most respectable footing."

Dr. Holley is, however, entitled to much praise and credit for the institution's success on account of his power of increasing the interest in it of public men like Henry Clay and benevolently-minded men like Colonel Morrison, by reason of his influence with the State authorities, as is evidenced by the favorable tone of the governors' messages during the greater part of his administration and the legislative appropriations secured during that period, and also for his energy and great executive

[1] Mansfield's Memoirs, p. 128.

ity, as well as his advanced ideas on education. The recommen
s contained in his last report to the trustees are quite modern
, and are in some respects certainly quite in advance of the id
prevalent. He recommended[1] the creation of a regular profes
of modern languages, the increase of the law professorships
, one of which should treat exclusively of Roman law; the est
ment of a gymnasium, the collection of a cabinet of minerals,
dation of a gallery of fine arts, and a regular arrangement for
blishment of libraries in the different departments, especially t
istory and politics. The works to be added to the library were
argely for the use of advanced students and of the professors,
cial attention was to be given in the course to economic science.
ome idea of the growth of the university during this period
obtained from the increase in size of its general library and
itions to its roll of alumni. The former, as shown by Dr. Holl
report,[2] had increased from about 1,300 volumes to about 6,
mes, and the number of degrees conferred was now 686, instead
as previously. Forty of these were honorary, but the remainder
obtained by completing a course the standard of which had b
stantly elevated. There had been up to this time 327 graduates
medical department and 41 in the law department.

r. Holley was undoubtedly much esteemed by most of those
e in the closest personal contact with him. With all the admira
lifications for the position he filled, which we have seen him to p
, and with the high rank and recognition he had been able to sec
the university, it seems a great pity that he should not have b
to so conduct himself, and that, too, honorably, as to avoid prec
ng a conflict with prejudices and animosities which, however unr
able they may have appeared to him, he might have known
osing could not change, but would only further provoke. He
oubtedly much misjudged and maligned; but it is also true t
own indiscreet words and conduct were responsible to a con
le extent for these actions. Although his motives should not
stioned, yet hardly so much can be said for his judgment.

PERIOD FROM 1827 TO 1849.

e now enter the third period of the university's history, which
ness the adoption by the trustees of a new plan of supporting
ding up the institution. Under the act of 1818, and again by that
, which in effect only changed their number, the trustees were
appointed by the legislature every two years; but by the neglect
provision it seems that they had been allowed to become, as
ly, practically a self perpetuating body, who were free to manage

[1] Collins's Memoirs, p. 211.
[2] Ibid., p. 193 et seq.

institution according to their own ideas, which during this period were not materially, at least, interfered with by the legislature. As we have seen, by reason of the adverse condition of public opinion, the university had been virtually abandoned by the State, and was to receive no more State help for nearly thirty years. Without this assistance, upon which it had so long depended, as its own resources were insufficient, it would naturally have had to struggle on in rather a poor way in the future. The trustees therefore sought to bring to it the needed help through partial denominational control, or at least the use of denominational influence and patronage. The institution was placed first under Baptist, then Episcopal, again Presbyterian, and lastly Methodist auspices, prominent ministers of these denominations being successively called to its presidency, in the hope that thereby the support of their church organization might be secured for it.

The control exercised by these denominations was in each case only partial, and their patronage in itself always insufficient. So, in order for it to be at all efficacious, there had to be some outside assistance, and as the State would not furnish this, it came from local sources—from the friends of the university in Lexington and from the town itself. We find soon after the resignation of Dr. Holley a number of its local friends rallying around the institution and subscribing for its maintenance a conditional emergency fund of $3,000 a year, for four years, of which amount about $11,000 seems to have been finally paid in. With this help and the proceeds of the lottery of 1825, and perhaps something from an earlier one of 1804,[1] instituted for the same purpose, the returns from both of which are quite uncertain in amount, a new and spacious medical hall was projected, the corner stone of which was laid with imposing ceremonies on April 26, 1827. This building, which was handsome and well equipped, was completed soon afterwards. It was located where the present city library of Lexington now stands. Prior to its completion the medical lectures were doubtless given in the main college building.

The resignation of Dr. Holley was of course, under the circumstances, a considerable shock to the university. There was an immediate loss of a number of students, and the attendance the next session was naturally considerably decreased, especially in the academic department. Even in the medical department, which was now quite well established and less directly affected by the change of administration, the number of students fell off from 241 to 190 the next year.

The academic faculty,[2] after Dr. Holley's departure, was composed

[1] The Kentucky Gazette for July 10, 1804, contains an advertisement of the "Lexington Medical Lottery," projected to establish a medical college in Transylvania University.

[2] John Everett, A. B., the brother of the celebrated Edward Everett, and Mann Butler, A. M., the historian of Kentucky, were professors, respectively, of ancient languages and mathematics in the university for a part of Dr. Holley's administration.

llows: John Roche, professor of Greek and Latin; Rev. George
napman, professor of history and antiquity; Rev. B. O. Peers,
ssor of moral philosophy; and Thomas J. Matthews, professor of
ematics. No new president was at once elected, but it was
ged that the academic department should be managed by its
ty and that Drs. Caldwell, Dudley, and Short, of the medical
ty, should preside in succession on all public occasions.

ring the future history of the university the professional depart-
s somewhat overshadow its other parts. They were conducted upon
newhat independent basis, and being largely self-supporting by
n of their reputation and their celebrated faculties, especially with
id of the local financial help, which was mainly bestowed upon
, they were in the main prosperous and were not greatly affected
e ups and downs of the literary department. After Dr. Holley
eft they maintained themselves fairly well for the immediate future,
here was no reason why the university as a whole should not have
nued to succeed, if it had not been abandoned by the State, and
d, for the time, to a considerable extent, by every one, some public-
ed citizens of Lexington excepted. This now becomes a charac-
ic feature of its history, especially of its academic department.
was not sufficiently endowed to be self-supporting, outside assist-
or strong local aid was imperative; and when, for any reason,
r or both of these were lacking, it lapsed into a condition of inac-
or torpor until it was in some way temporarily revived by a new
tus. This applies especially to the whole period after Dr. Holley's
nation, when regular legislative patronage was withdrawn, but
ecline did not show itself for some time after that event.

e first denominational experiment of this period was inaugurated,
me 1828, by the election of Rev. Alva Woods, D. D., of Rhode
d, to the vacant presidency of the university. The reputation of
nstitution was still considerable in the East, as is shown by the
that Dr. Woods resigned the presidency of Brown University to
t its presidential chair. He was a Baptist clergyman of some
rity, being particularly highly respected for his learning and the
ality of his views. He seems to have been a practical matter-of-
man, who made very good use of the facilities he had at his com-
l and managed to keep the university in a fair state of prosperity
g his administration, which lasted about two years.

s practical energy was well shown in connection with the loss of
main building of the university by fire, when temporary quarters

[illegible] the University for 1828 shows that there
[illegible] department who came from the States of Ken-
, Mississippi, Alabama, Tennessee, South Carolina, Virginia, Louisiana, Michi-
[illegible] Register, vol. 37, p. 216, that near the opening of the
[illegible] were 170 students in the medical department and 130 in the
[illegible] preparatory classes. A catalogue gives for 1829-30, 21 law students, 141
[illegible] students, of whom 19 were in the preparatory classes, and 241 medical
[illegible] who represented 13 States.

were at once secured, and not a single day's exercises were suspended nor a single student left the institution. This great misfortune happened on the night of May 9, 1829, and besides the excellent university building completed in 1818, destroyed the law and societies' libraries and most of the philosophical apparatus. It entailed a loss of about $30,000, exclusive of the insurance, thus practically wiping out all of the original endowment coming from Transylvania Seminary. It of course greatly crippled the university's future usefulness, and the discouragement due to it was probably the cause of Dr. Woods's resignation, in 1830, to accept the presidency of the rising University of Alabama, where he considered he had a more promising field of labor.

There was then an interregnum in the presidency for about three years, during which two events of some importance occurred. Dr. Blythe, so long connected with the university faculty, resigned his chair of chemistry in 1831 to accept the presidency of Hanover College, Indiana.[1] His successor at Transylvania was the celebrated Dr. Robert Peter, so intimately associated with the university's later history, and subsequently with that of Kentucky University and the Agricultural and Mechanical College. Professor Peter came in with the new administration in March, 1833.

The other event referred to above is the erection of the college building provided for from the residuary estate of Col. James Morrison. It was begun during this interregnum and was located on the eastern part of the Higgins lot, acquired by the university in 1816. Afterwards, in 1835, the place of Dr. Blythe's former residence, known as the Blythe lot, now the eastern portion of the Kentucky University campus, was purchased by the trustees, from funds also arising from the Morrison bequest, thus completing a beautiful campus, near the center of which the Morrison College building was located.

The Baptists had now begun to transfer their patronage to their own distinctive institution, founded at Georgetown in 1829, and so another source of assistance for the university was sought after by its trustees, and Rev. B. O. Peers,[2] a prominent Episcopal clergyman, was called to its presidency in 1833.[3] He was a man of high character and advanced views and was one of the many alumni of Transylvania University now rapidly coming forward into public prominence. He had graduated in the class of 1821 and was then a tutor in his alma mater for a time. He later studied theology at Princeton and was for a while

[1] He continued as president of Hanover until 1836, when he resigned on account of bad health. His death occurred in 1842.

[2] For other facts in regard to Rev. B. O. Peers' life, see Collins's History of Kentucky, Vol. I, pp. 112-113. Mr. Peers, besides writing numerous articles for newspapers and magazines, is the author of a small work entitled "Christian Education."

[3] Peter's Transylvania University, pp. 160-161, gives the dates of President Peers' inauguration and resignation as, respectively, 1832 and February 1, 1834, but the appended sketch of Mr. Peers gives these dates as 1833 and 1835, which are given also by a number of other authorities consulted by the writer.

ged in church work in Alexandria, Va. From conscientious refle-
he then decided to enter the profession of teaching and became,
27, professor of moral philosophy in Transylvania.

was one who devoted himself with great enthusiasm and earnest-
to whatever he undertook, and having thought deeply and observed
ly upon educational problems, was soon quite in advance of his
and even, in some respects, of his country in his ideas and
ies. We shall find that he is the virtual founder of the public
ol system of Kentucky, at least in being the first one who most
inently and successfully agitated the question of its adoption.

June 1, 1829,[1] he founded in Lexington a Mechanics' Institute on
model of that introduced into Scotland by Dr. John Anderson
thirty years before, but at the time of its establishment quite a
enterprise for this country. In connection with this institute an
entices' School was soon opened, in which systematic courses of
ic lectures were delivered, mainly by professors of Transylvania
ersity. We have in these lectures what appear to be very fair
of modern university extension courses. They are reported
ave been quite a success for a time, similar ones being, through
example, instituted at Louisville and other important points in
State, but for some reason are soon lost sight of.

October, 1830,[2] after severing his connection with the university
ty, he had established in Lexington the Eclectic Institute, in which
tempt was made to put into practical operation, as in the Rensse-
Institute at Troy, New York, the principles of Pestalozzi and
nberg. This school was quite successful for a time, but was too
nced for its surroundings and so did not last long. Mr. Peers had
iated with himself in its faculty, in 1832, two model educators,
y A. Griswold and Dr. Robert Peter. He was still in charge of
chool when elected to the presidency of Transylvania University.
oted above, Dr. Peter went with him into the university faculty.
nother of President Peers's advanced ideas, quite advanced for the
and quite practical if public opinion had been prepared for it, was
nvert Transylvania University into a State normal school, which
ld have its revenues supplemented by ample State appropriations,
should be put at the head of a State public-school system. This
is clearly expressed in the address delivered at the time of his

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[illegible] given by different authorities, but the one accepted here [illegible] by Barnard's American Journal of Educa- [illegible] probably correct.

[illegible] regard to this date, as in the case of that of the [illegible] Mechanics Institute, but this seems best authenticated. See [illegible] Education, vol 17, p. 148.

[illegible] at the time been discussed comparatively little even [illegible] regular normal school was not opened until July, [illegible] Growth of the Normal School Idea in the United States, [illegible] pp 19 and 47

inauguration as president of the university. Mr. Peers's ideas seem to have been too advanced for his time and perhaps too for his executive ability, although an extraordinary amount of the latter would probably have been needed to pull the university out of the "Slough of Despond"[1] into which she had then fallen.

The denominational feature of the institution's management appeared more distinctively during this administration in the establishment, in connection with its other departments, of a theological seminary, under the control of the Episcopal Church. The new department was conducted for a comparatively short while after its establishment in 1834, and never had any really organic connection with the university, being really an independent institution[2] temporarily associated with it.

It was during President Peers's term of office that the building erected from the residuary estate of Colonel Morrison, and named in his honor Morrison College, was completed. It was quite a commodious and imposing structure, costing about $40,000, and is still in use, comparatively unaltered, as one of the principal buildings of Kentucky University. It was dedicated with elaborate ceremonies on November 14, 1833, and at the same time President Peers was formally inaugurated, and, after having taken the oath of office prescribed for all Transylvania officers by the original charter,[3] delivered an impressive address on the prospects of the university and the proper aims of such an institution.

In the early part of 1835, when he had begun to see the futility of at least most of his cherished plans in regard to the institution, he resigned its presidency and entered, in the work of his church at Louisville, what he considered wider fields of usefulness. In 1838 he was transferred to other church work in New York City, where he died, in 1842, in the midst of a career promising much for the future. He was noted for his ardent piety, sound learning, and zealous devotion to the cause of general education.

His associates in the academic faculty of Transylvania University at the opening of his administation in 1833,[4] in addition to Dr. Peter, who has been already mentioned, were John Lutz,[5] D. P., professor of mathe-

[1] A catalogue shows us that, in January, 1834, there were only 63 students in the academic department, of whom 31 were in the preparatory classes; at this time, however, the law department had 52 students and the medical department 260, the latter from 15 different States.

[2] This seminary was incorporated by an act of the State legislature approved on February 24, 1834, which stipulates that it is to be conducted entirely without State aid. The American Almanac for 1834 shows that the seminary in that year had three professors and eight students, and that its library then contained 2,000 volumes.

[3] By section 4 of the act of May 5, 1783.

[4] Barnard's American Journal of Education, vol. 27, p. 335.

[5] Prof. Lutz was acting president of the university for a short time during interregnums, both before and after President Peers's administration. He held the Morrison professorship, which carried with it the acting presidency under such circumstances.

es, E. Rosel, professor of languages, and Charles E. Bains, princi-
of the preparatory department. In 1835 Prof. S. Hebard had
a Professor Lutz's place in the faculty. The medical faculty in
included Doctors Dudley, Caldwell, Cooke, Richardson, Short, and
lell, and the 260 medical students of that year were from 15 differ-
States, mainly in the Southwest.

few months[1] after Mr. Peers's resignation as president of the uni-
ty, he was succeeded, in that position, by Rev. Thomas W. Coit,
., who had been a member of the theological faculty then asso-
d with the institution and was a high churchman of some celebrity.
ident Coit retained his office about three years, which was some-
longer than the usual presidential term during this period of the
ersity's history.

January, 1836, an attempt was made to carry out President
s's idea and convert, by the aid of legislative action, the univer-
nto a State normal school, the State contributing $5,000 a year
s support and receiving in return free tuition for 100 State
ents; but the plan was too advanced for the legislature to then
t, and we shall see, when about twenty years later another legis-
e did establish such a school, the idea was still ahead of public
on and the experiment was destined to be a failure.

esident Coit seems to have been an excellent man, but perhaps
energetic than President Peers, and so less able to stem the tide
neral decline in the fortunes of the university, which had set in
ger than ever, and which even affected the professional depart-
s, hitherto comparatively vigorous. This depression resulted in
in an attempt, participated in by Drs. Caldwell, Cook, Yandell,
Short, the majority of the medical faculty, and perhaps others,
h seems, for a time at least, to have been conducted secretly, to
the medical department bodily to Louisville, which had devel-
into the largest and most important business center in the State
was considered by them in many ways a more eligible location
Lexington for the school. When this plan became generally
n, a storm of local indignation was aroused and the professors
favored the change resigned their chairs, as they may perhaps
done in any event if their views had not been carried out. They
mainly instrumental soon after in establishing at Louisville, on
ndependent basis, a rival school called the Louisville Medical
tute, which subsequently developed into the medical department
e University of Louisville, but which does not seem, for a time at
, if at all, to have materially injured the medical department of
sylvania University.

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e dates given here for the administration of President Coit, 1835 and 1
given by most authorities; Peter's Transylvania University, pp. 161–1
as October, 1834 (inaugurated July, 1835), and September, 1837.

Indeed, the movement was upon the whole really beneficial to Transylvania, as local public opinion was awakened to her condition and needs, and help was brought to her in 1838–39 from the same source and partly in the same manner that it had come several times before. The city of Lexington granted $70,000 to the funds of the institution, while a company of 70 of her citizens, organized in a corporate capacity under the name of the Transylvania Institute, on February 20, 1839, subscribed $35,000 for the same purpose, transferable scholarships carrying with them free tuition being issued to the city and to the subscribers for each $500 contributed. Of the money given by the city, $40,000 was to go to the construction of a new medical college building and $5,000 to equip that with library and apparatus; another $5,000 was for the library of the law department, and the remainder for the endowment of Morrison College. The money raised by the Transylvania Institute also went to Morrison College, part of it being used to erect a new dormitory. After these additions the property of the college was estimated to be worth about $100,000, and its endowment, including the Morrison fund, about $75,000.[1] The medical faculty, which was reorganized on April 29, 1837,[2] also came to the rescue by subscribing $3,000 to purchase a lot for the new medical building and afterwards paying off a debt of about $15,000 remaining on that structure after its completion. The corner stone of this building[3] was laid July 4, 1839, and it was dedicated on November 1, 1840.

The reorganized medical faculty was constituted as follows: B. W. Dudley, M. D., anatomy and surgery; James C. Cross, M. D., institutes of medicine and medical jurisprudence; John Eberle, M. D., theory and practice of medicine; W. H. Richardson, M. D., obstetrics and diseases of women and children; Thomas D. Mitchell, M. D., materia medica and therapeutics; Robert Peter, M. D., chemistry and pharmacy. James M. Bush, M. D., was adjunct professor of anatomy and surgery. He subsequently became Dr. Dudley's successor in that chair, and is hardly less celebrated than his predecessor as a surgeon. Dr. Peter at this time became first connected with the medical department of the university. He was a member of its faculty throughout the remainder of its history, and was for many years its dean or chief executive officer.

This department maintained its former relative standing comparatively well throughout this period. In 1834–35 it had 255 students, while the University of Pennsylvania had 392, and Jefferson Medical College 233. Yale at that time had 64 medical students, and Harvard 82. In 1839 there were 240 students in the medical department of Transyl-

[1] See North American Review, vol. 49, pp. 262–263, which gives the endowment and property at this time and also the use made of the funds of 1838–39.

[2] Collins's History of Kentucky, Vol. I, p. 41.

[3] This, the second medical building of the university, was located on North Broadway street, opposite the southwest corner of the university campus, where the residence of Dr. J. M. Bush subsequently stood.

ia, which up to November, 1838, had had altogether 3,820 studen
1,058 graduates.[1]

he law department of the university was also enlarged in its sco
ut the time of the reorganization of its medical faculty, and hence
h had three regular professors, while its library, increased by t
ation of Lexington, Peter[2] tells us, was the finest of its kind
West. He also says that it was not surpassed in the country in t
ity of its professors and the number of its regular students.

his department had had as a rule only one regular professor sin
close of Dr. Holley's administration, but the professors of the sche
ifferent times had been such men as John Boyle, Charles Hu
eys, and Daniel Mayes, while its attendance had ranked well wit
t of similar schools throughout the country. In 1834 Transy
ia had 1 professor and 36 students in its law department, whi
rvard had 2 professors and 32 students; the University of Vi
a, 1 professor and 33 students; Yale, 2 professors and 43 student
839, after its reorganization, Transylvania's law school had 71 st
ts, while Harvard had 120, Yale 45, and the University of Vi
a 72.

he reorganized Transylvania law faculty[3] was composed of Georg
ertson, Aaron K. Woolley, and Thomas A. Marshall, men rarely
r, excelled in their ability as jurists or as teachers. They remaine
harge of the department throughout the remainder of this perio
under them its attendance and reputation were considerabl
eased.

bout the close of President Coit's administration another change i
plan of managing the university was made which marks mo
hatically than ever the withdrawal of the State from any attemp
ctive participation in its management. By an act approved Fe
y 16, 1838, the old trustee system was abolished and the institutio
put under the temporary management of five trustees appointe
he governor of the State. On February 20, 1839, the governin
er of the university was vested in a board of eight trustees, two
m were to be appointed by the Transylvania Institute, three by th
of Lexington, and three by the State legislature—a system of co
which was in the main to be retained throughout the remainin

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[1] ...ter's The ... Medical Education in America, p. 12.

[2] ...istory of Fayette County, p. 2...

[3] ...heir chairs ... the order their names are mentioned, were respectively constitu
...l law, equity, ... law of county; elementary principles of common law; nation
commercial law ... law of pleading, evidence, and contract.

this faculty, Hon. George Robertson, LL. D., was on the supreme bench of Ke
y for about fourteen years, ... about fifteen of which he was chief justice. H
ht in Transylvania ... than twenty years. Hon. Thomas A. Marshall, LL. D.
also a member of the supreme court of the State for over nine years, for over si
hich he was chief justice. He taught in Transylvania for about fourteen year
equent to 1850. Hon. A. K. Woolley was for a time a circuit judge and taught i
niversity ... years prior to 1849.

history of the institution, and which gave to its trustees, now largely local, power to manage it themselves or to transfer its management to other parties, as we shall soon see them doing.

The other members of the academic faculty at the time of President Coit's resignation were as follows: Rev. Louis Marshall, D. D., professor of ancient languages; Rev. Robert Davidson, D. D., professor of mental and moral philosophy; Arthur J. Dumont, professor of mathematics; Robert Peter, M. D., professor of natural history and experimental philosophy; and Rev. Charles Crow, principal of the preparatory department. Dr. Marshall[1] became the acting president of the university and remained so until the beginning of the next regular administration.

The trustees now appear to have endeavored to recall to the aid of the institution an old denominational influence. They attempted to conciliate the Presbyterians, then earnestly striving to make the equipment and endowment of Centre College superior to that of Transylvania, by tendering the presidency of the university, Davidson tells us, successively to Dr. J. C. Young, the efficient president of Centre, and then to Drs. L. W. Green and R. J. Breckinridge, other ministers of high standing in the Presbyterian Church. These all declined, and the position was then offered to Rev. Robert Davidson, D. D.,[2] also a prominent Presbyterian clergyman. Dr. Davidson, who accepted the presidency, was a man of considerable reputation, and had already for some time occupied a chair in the university faculty. He was inaugurated as president in November, 1840, probably at the same time that the large and fine new medical building was dedicated.

The attempt to bring back Presbyterian support was, however, in the main, ineffectual, as Centre, the distinctively Presbyterian college, had by this time become too firmly established in the affections of the denomination for the effort to be of much avail. Dr. Davidson early recognized this, and, as he himself tells us, despairing of being able to stem the tide of general depression now setting in again, and hindered in his work by numerous and vexatious embarrassments, resolved to resign, which he did in March, 1842.

His resignation may have been hastened by the consummation of negotiations, begun perhaps before his election, but not leading to any definite result until after he resigned. As early as 1840 the trustees, whether on their own initiative or not does not appear, had made overtures to the general conference of the Methodist Episcopal Church in the United States looking toward the control of the university by that body, which, under the circumstances, they probably considered capable of bringing stronger denominational support to the institution than

[1] Dr. Marshall afterwards, in 1855, became the president of Washington College, now Washington and Lee University, Virginia.

[2] Dr. Davidson is the author of the important work, The History of the Presbyterian Church in Kentucky, a work quoted a number of times in this monograph, especially in this chapter.

the Presbyterians. At the meeting of this conference, held in more in May, 1840, the matter was taken up and seven commis-rs[1] were appointed from the church at large and the Kentucky rence to consider it and to carry out the transfer if it was deemed able.

e directing spirit in this movement was Rev. H. B. Bascom, ., LL. D., a leading minister of his denomination, and afterwards, the division of the church occurred, a bishop of its Southern ch. Dr. Bascom had been, since 1832,[2] a prominent professor in asta College, an institution long considered the adopted college of ucky Methodism, under whose auspices it had been mainly founded, e seems to have been conscientious in thinking that that institu-was no longer available for the highest and best educational pur-of his denomination, and therefore devoted himself with his stomed energy, which was very great, to securing the control of sylvania University for his church. He experienced considerable sition from the friends of Augusta, whose funds he vainly tried to e for the new enterprise; but, after considerable negotiation, was to effect the desired arrangement. Either because he feared an al to the legislature on account of the opposition of Augusta, or ase he did not believe such action necessary, no legislative sanc-was obtained for the transfer, which was made by the trustees on ember 21, 1841.

e professional departments still remained on their former basis, new arrangement applying only to Morrison College, or the aca-e department, the direct management of which was to be vested board of nine curators, to be appointed by the general conference. curators were to have control of the department in all important cts, such as the nomination of its faculty, the prescription of its e of study, and its internal police and regulation. The church to be given an additional representation of three members on the l of trustees, which body reserved to itself only a kind of nary control over the action of the curators. Kentucky confer-was to be interested in the institution through a visiting commit-f three members to be appointed annually by that body.

e transfer was not regularly ratified by the general conference its meeting in 1842, but shortly before that event, in the spring of year, Dr. Bascom became, by the appointment of the conference nissioners, the acting president of the university, and at once, with

r the names of these commissioners see Alexander's Earliest Western Schools thodism, p. 57.

s date is given by most authorities as 1831, but appears as in the text in e's Life of Bascom, p. 250, which should, all things considered, be the ntic. It is given also in Sprague's Annals, Vol. VII, p. 536. Henkle's ascom is most complete. Comprehensive sketches of his life are al in Sprague's Annals, Vol. VII, pp. 535–536, Collins's History of Kentu 453–455, and Smith's History of Kentucky, p. 556.

characteristic vigor, devoted himself to building up the institution. He associated with himself an able faculty, whose personnel, in 1843, not long after the beginning of his administration, was as follows: Rev. H. B. Bascom, D. D., president and professor of mental and moral philosophy; Rev. R. T. P. Allen, A. M., professor of mathematics, natural philosophy, and civil engineering; Rev. B. H. McCown, A. M., professor of ancient languages and literature; Rev. W. H. Anderson, A. M., professor of the English language and literature; Rev. J. L. Kemp, A. M., adjunct professor of mathematics; Rev. Thos. H. Lynch, A. M., adjunct professor of languages; Rev. Wright Merrick, principal junior section preparatory department.

Of this faculty Professor McCown had, like Dr. Bascom, been long a prominent professor at Augusta, and was especially celebrated as a teacher. The faculties of the professional departments of the university were at this time the same as those under the reorganization of 1837, except that Drs. Lothan G. Watson and Leonidas M. Lawson had taken the place of Drs. Eberle and Cross in the medical department.

The new president set to work with energy, and was for a time eminently successful in increasing the patronage of the university, the number of students in its academic department, says Henkle,[1] rising from 20 or 30 at his accession to 281 the second year and 290 the third year of his administration. The professional departments were also well attended.[2] In 1844 Dr. Bascom became the regular president, by the appointment of the curators, who had then been selected for the institution by the general conference of his church. Under his able management it seemed that Transylvania would soon equal if not excel, in numbers at least, her palmiest days. The partial endowment of the chair of English had been accomplished by 1843. Further endowments were proposed and other ambitious and excellent plans, besides procuring new students, were entertained. Disunion in the church, however, soon set in and was a great hindrance to the enterprise.

After the division of 1844–45 had taken place the control of the university passed, in May, 1846, into the hands of the Methodist Episcopal Church South. Dr. Bascom was again elected president, and in order to secure popularity for the institution had men from all the different parts of the church elected to its various chairs, but, on account of the irritation and the divided responsibility still remaining in the denomination, especially in Kentucky, neither the church nor the South generally increased their support, either in students or funds. So Dr. Bascom, discouraged by the situation and despairing of the

[1] Life of Bascom, p. 278.

[2] Catalogues for the years 1842–1843, 1843–1844, 1846–1847, and 1847–1848, which have been examined, show that the average annual matriculation in the academic department for these years was 240, of whom something over half were in the preparatory classes. The average annual attendance in the medical department for these years was 215, and in the law department, 65. In 1843 13 A. B.'s, 30 B. L.'s, and 59 M. D.'s were conferred.

ıer enlargement of the institution, resigned in 1849, and soon after
ı were taken by his church to abandon the enterprise as a denomi-
ınal one.

me idea of the standing of Transylvania University in comparison
other institutions in the country may be obtained from the follow-
ıtatistics of the scholastic year 1842–43: In that year Harvard had
structors and 245 academic students, while Yale had 30 instructors
410 academic students. Transylvania had 17 instructors and 281
ents. A considerable portion of the latter were, however, doing
aratory work. In the same year Transylvania had 75 law stu-
s, while Harvard, the only school that exceeded it, had 115. The
number of volumes in the libraries of Harvard and Yale in this
were, respectively, 53,000 and 32,200, while there were 12,263
nes in the library of the academic department of Transylvania.
ns tells us, in his Sketches,[1] that Transylvania in 1847 had libraries
bering 45,000 volumes, besides which it had a fine medical museum
an extensive assortment of chemical and philosophical apparatus.
ıedical school up to January of that year, he tells us, had had more
1,500 graduates. Published statements[2] of the yearly expenses
tendance at Transylvania at this period show them to have been
less than those of the Eastern colleges; in fact, something more
those of Yale.

PERIOD FROM 1849 TO 1865.

1850 the general conference of the Methodist Episcopal Church
h turned over the management of the university to its two con-
ces in Kentucky, Kentucky and Louisville conferences, and they,
leeming its possession of advantage to themselves, turned it over
e trustees, so that the institution fell back to the plan of control
blished for it in 1839.

ıce more practically abandoned by everyone and left to its own
ler resources, another season of decline set in in its history,
ıugh its collegiate department seems for the next few years to have
rmed a considerable amount of useful service under the direction
rof. J. B. Dodd, the mathematician, as acting president, and the
ssional department continued to have considerable vitality up to
ıme of the civil war.

1850 the plan of the medical department was changed in such a
as to have its sessions held in the spring, instead of the fall and
er, as before, and its faculty took the principal part in establishing,
t in conjunction with it, the Kentucky School of Medicine, in
sville. This arrangement, however, after having been tried for

[1] etches of Kentucky, p. 296.

[2] American Almanac and Repository of Useful Knowledge for 1843. Tuition at
ylvania was $40, while the total college charges were $52, and board, fuel,
are estimated at $125 (board, $100). The same figures for Yale are $32, $24, and
board, $70. The charges for fuel, etc., are not given at Harvard, but tuition
; total college charges, $55, and board is estimated at from $70 to $80 per year.

TRANSYLVANIA UNIVERSITY IN 1860.

four[1] sessions, does not seem to have been a success, and so, in 1851, the Transylvania school was changed back to a winter session, although an extra spring session was for a time retained. The Kentucky School of Medicine was subsequently continued, in other hands, as another rival institution.

In 1856 the university underwent its last reorganization as a separate institution. We have a return once more to more direct State control and the advent again of the principle of State patronage. The plan formerly advocated by President Peers was also revived, and the university was, by an act of March 10, 1856,[2] converted into a State normal school, especially designed to supply well-trained teachers for the public schools of the State—a much-needed and very commendable object. The school was intended to be an indispensable aid to the common-school system, and the cause of public-school education in Kentucky had never looked brighter than then. This reorganization of the university was doubtless brought about largely through the persistent agitation of the matter and the unremitting efforts in that direction of Rev. Robert J. Breckinridge, D. D., LL. D., State superintendent of public instruction from 1847 to 1853, and an enthusiastic advocate of a State normal school.

Under the new arrangement State regulation was secured by the appointment of a board of trustees composed of the former trustees and the principal State officers. The State was to contribute $12,000 a year to the enterprise, $7,000 of which was to be used to aid deserving teachers unable to properly educate themselves, and $5,000 was to go to the general support of the institution. The grounds and buildings of the university at that time were estimated[3] to be worth about $100,000, and its whole property and funds about $200,000, its income from endowment being a little less than $4,000 annually. The institution was not to be converted into a normal school exclusively, but the normal department was to be made its most prominent feature, while other regular college courses were to be maintained, to which the State teachers were to have free access and thus be enabled to greatly broaden their education.

An excellent president was selected for the new school in the person of Rev. L. W. Green, D. D. President Green resigned the presidency of Hampden-Sidney College to accept the position. He was a former student of Transylvania University, an alumnus of Centre College in its first graduating class in 1824, and was subsequently a professor there before going to Virginia.

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[1] The period of the trial of this experiment is usually stated as three years, but the university catalogue of 1850 and the announcement of the medical school for 1854 show it to have been four years. There were 92 medical students in 1850 and 53 in 1854 (spring session). In 1850 there were 125 students in the academic department and 35 in the law department.

[2] Collins's History of Kentucky, Vol. I, p. 76.

[3] President Green's inaugural address.

e school was opened auspiciously, with 80 students, on September 56,[1] and on November 18 following[2] the president was ceremoni- inaugurated under all the old Transylvania forms. The attend- rapidly increased and under the judicious management of Presi- Green excellent progress toward the desired ends was being made, the legislature, on February 13, 1858, having previously refused ome reason to renew the appropriation for its support, repealed act establishing the institution. President Green had already aired of its success, and had resigned in the latter part of 1857. ecame the president of Centre College on January 1, 1858.

, at the end of the two years for which the original appropriation been made, the normal-school feature of the university was entirely doned and the institution reverted to its status prior to the act of The only reason the writer has seen suggested for the with- al of legislative support from the normal school was that the opriation made in its behalf encroached on the revenue of the ic-school fund, from which it seems to have been drawn.

ter 1858 the university sunk hopelessly. Its academic department gled on for a time under Abram Drake, and during the civil war me simply a local grammar school under Prof. J. K. Patterson, the nt efficient president of the State College. It lost one of its dor- ries in 1860 by fire.

e medical department of the university existed, with varying suc- up to the opening of the civil war. Its faculty in 1859 was com- l of Drs. E. L. Dudley, S. L. Adams, W. S. Chipley, B. P. Drake, . Letcher, H. M. Skillman, J. M. Bush, and Robert Peter. Its ing was for a time used as an army hospital, and was on May 22, destroyed by a fire, which also consumed practically all its equip- . The school had had, altogether, 6,406 students, of whom 1,854 graduated.[3] It has never been resurrected since on its old basis, department of Kentucky University was for a time maintained r a similar name.

e law department had a somewhat similar history during this d, closing its career at the opening of the war. Judge Robertson ined connected with it most if not all of the time, and its other ssors during this period were Madison C. Johnson, George B. Kin- , and Francis K. Hunt. The last three were later connected with epartments of Kentucky University. Judge Robertson, during his connection with the school, extending for more than twenty years, lectured to more than 3,000 young men, 2,000 of whom had uated.[4]

e libraries and apparatus of all kinds belonging to the university scattered and much of them destroyed during the war, and

[1] Collins's History of Kentucky, Vol. I, p. 76.
[2] *Ibid.* Vol. I, p. 77.
[3] *Ibid.* Vol. II, p. 184.
[4] Biographical Sketch of Gov. L. W. Powell, p. 23.

prospects were indeed gloomy near the end of that struggle. The trustees had, in 1863, shortly after the acceptance of the gift to the State from the General Government, made by the Congressional land-grant act of 1862, endeavored to have the institution made the foundation of the agricultural and mechanical college provided for by that act, but the State did not then undertake the establishment of that institution, nor accept the very advantageous offer made by the trustees of the university.

The outlook for the latter institution had not improved in 1864, when Kentucky University, having lost its building at Harrodsburg by fire, was looking for a new location. The trustees of Transylvania, then seeing their opportunity to perpetuate the character and usefulness of Lexington as an educational center, proposed to transfer all its property and funds, amounting at that time to about $100,000 in real estate and $59,000 in endowment, to Kentucky University, on condition of that institution being located in Lexington and fulfilling all the trusts incumbent under the charter of Transylvania University. Their offer was accepted and the union with Kentucky University consummated by the aid of legislative action on January 22, 1865.

While the equity of this transfer of what was largely, at least legally, State property to a denominational institution may be questioned by some, it is certainly true that that property has since been of eminently more educational value to the people of the State at large than it was at the time, or than it seemed likely to be at any time soon. Since January, 1865, Transylvania University has ceased to exist as a separate institution, becoming then a part and parcel of Kentucky University, with the history of which her history has since blended.

The reasons for the failure of Transylvania University, as indicated by the progress of this narrative, are not far afield, but as they are of some special interest, and perhaps in some ways instructive, it may be worth while to recount them somewhat explicitly, as follows:

(1) The initial endowment, as in the case of the early academies, was not sufficient to make the institution self-sustaining, nor had the State sufficiently committed herself to the policy of ample regular appropriations supplementary to the endowment. The State had not assumed moral or pecuniary obligations sufficiently large, nor had she committed herself to a policy of sufficiently liberal support through taxation, either or both of which could be pleaded in behalf of future aid. Unless something of the kind had been done in the early history of the institution through the influence of prominent public men, as was the case later in regard to Jefferson and the University of Virginia, public opinion was not sufficiently strong in its behalf to demand that the university be properly supported.

(2) The institution was never made a distinctively State enterprise, as the State had only a partial control over it, being, as a rule, associated with some form of denominational management, the power of

being just sufficient to hinder and weaken that of the other. er power by itself might have built up a great university, but ther they could not, as it was impossible for them to cooperate ioniously. Then, too, each denomination when attempting to oper- he institution was hampered by the others, as was later the case gard to Kentucky University, where another attempt was made to l up a great university with the same union of forces as in the of Transylvania originally, but with these forces reversed in order.

This lack of proper cooperation, always in the nature of the case or less necessary, was rendered much more so in the early history entucky by the prevalence in the State, especially among its pub- en of French deistic ideas, which naturally put the religious bodies on the defensive and made them more sensitive to what they ght were attacks upon their faith, when probably there was no tion of anything of the kind. This same feeling seems to have st least to a considerable extent, to the educational institutions of state generally taking such a decided denominational character.

By reason of the plan of joint control just described the uni- ty was never placed under the direct supervision of the State orities, who could hold its management responsible and could selves be called to account. Its board of trustees were in the , throughout its history, either by law or practice, self-perpetuat- not even having, as a rule, to report their action in any way to any ior officer. The plan of their organization was very similar to that e early academy boards, and gave, as we have seen in the case of , great opportunity for the creation and perpetuation of factions g themselves, for the carrying out of schemes, denominational or wise, and for irresponsible action generally.

e record of Transylvania University for the two generations it d is, in many respects, a proud one. Although unusually ham- l in its usefulness in many ways, especially by the unfortunate plan organization and the state of public opinion on religious and edu- l questions—never being largely endowed or regularly supported ther State, denomination, or individuals, and always depending ly on tuition fees for its maintenance—it perhaps accomplished as , or even more, than any other of the earlier educational institu- of this country in the same period, counting from the foundation ch. The record of growth and expansion during the Holley era certainly fairly be said never to have been excelled, if equaled, in ica in the same length of time until comparatively recent years. e history of the professional departments was especially brilliant, long time almost entirely eclipsing that of any rivals in the West at day. Its medical faculty, with the celebrated Dr. Dudley at its for forty years, and at various times including such other men aldwell, Cooke, Drake, Short, Yandell, Cross, Bush, and others, quite generally unsurpassed of its kind in the country. The fac-

ulty of its law college, embracing at different times such names as those of Barry, Bledsoe, Boyle, Humphreys, Mayes, Robertson, Marshall, Woolley, and others, was almost, if not quite, as noted.

We have already spoken in a general way of the number of graduates in the various departments. Among the names of these, reaching in number into the thousands, are such men as Josiah Stoddard Johnston, Richard M. Johnson, Jefferson Davis, Dr. B. W. Dudley, Thomas F. Marshall, Richard H. Menifee, John Boyle, James McChord, Dr. Joseph Buchanan, John Rowan, William T. Barry, Jesse Bledsoe, Charles S. Morehead, Elijah Hise, "Duke" Gwinn, Charles A. Wickliffe, Robert H. Bishop, Robert J. Breckinridge, and a host of others, thus described by Collins,[1] "statesmen, jurists, orators, surgeons, divines, among the greatest in the world's history—men of mark in all the professions and callings of business life."

Morehead[2] speaks as follows of the work of the institution:

"An institution which has nursed to maturity the intellect of the Commonwealth, having in the progress of sixty years filled her assemblies with lawgivers, her cabinets with statesmen, her judicial tribunals with ministers of justice, her pulpits with divines, and crowded the professional ranks at home and abroad with ornaments and benefactors to their country."

One or more of these alumni were to be found at the close of the university's history in almost every community of any size in the South and West, where they were principally located, and upon the history of which sections and through them upon that of the whole country they have exerted a great influence.

BIBLIOGRAPHY.

All the works referred to in regard to the early State university system, except Bradford's Laws, Littell and Swigert's Statutes, Spalding's Early Catholic Missions, McMurtrie's Sketches, and the Report of the Commissioners of 1822, also contain some information about Transylvania University. The following additional authorities have been consulted in regard to the facts of the university's history:

Sprague's Annals of the American Pulpit.

Hening's Statutes at Large of Virginia.

Sketches of North Carolina, by Rev. W. H. Foote, D. D., New York, 1846.

A Tour in Ohio, Indiana, and Kentucky in 1805, by Josiah Espy, Cincinnati, 1871.

A History of the Church in Kentucky for Forty Years, Containing the Memoirs of Rev. David Rice, by Robert H. Bishop, Lexington, 1824.

Notes on Kentucky History, by John Bradford, published in the Kentucky Gazette between August 25, 1826, and January 9, 1829.

An address delivered at Boonesborough in Commemoration of the First Settlement of Kentucky, by J. T. Morehead, Frankfort, 1840.

A History of Lexington, Ky., by George W. Ranck, Cincinnati, 1872.

An address to the Public in regard to the Controversy about President Holley, by Professors Barry, Bledsoe, Dudley, and Caldwell, Lexington, 1824.

A Discourse on the Services and Character of Rev. Horace Holley, LL. D. (also called Memoirs), by Charles Caldwell, M. D., Boston, 1828.

[1] History of Kentucky, Vol. II, p. 184.

[2] Boonesborough address, p. 81.

›atronage of the denomination known as Disciples of Christ, or
›tians, and had, as a specially fast and valuable friend, Elder John
hnson, then a prominent man in that church. Its prosperity soon
ts friends to think of enlarging its scope, and so, mainly through
ıfluence of Elder Johnson, a charter was obtained for it on Febru-
3, 1837, which started it on its career as Bacon College, so named
nor of Sir Francis Bacon, and the earliest institution of its grade
lished by the Christian Church.

was placed under the control of a board of six trustees, and Walter
was selected for its first president. We know comparatively little
e history of the institution while it remained at Georgetown. One
of some interest in connection with its history while there is, that
B. Bowman, a man to be so prominently connected with the future
e institution, was then one of its students, being among the first
ter its halls. President Scott's connection with the college seems
ve been largely nominal, he probably not having entered regularly
any academic duties, and, after a few months David S. Burnet
ne the first active president.

e success of the institution at this period does not seem to have
very great, and accordingly, in the summer of 1839, it was removed
ırrodsburg, Ky., as being a more eligible location. Elder Johnson,
was one of its first curators, had especially interested himself
: the time of its removal in endeavoring to secure for it an endow-
of $100,000, one half the income of which was to be used to assist
ving poor youths in obtaining an education. He does not seem to
had very much success in carrying out his idea. At the opening
e first session of the college in Harrodsburg, on September 2, 1839,
ndowment appears to have been about $20,000, something more
one half of which was invested in a fairly good building.

existed for some time at its new location with varying fortune. It
ained a course of high grade and soon gained an excellent repu-
, but, as its endowment was insufficient, its success was irregular.
ıs tells us that, in 1845-46, there were in attendance upon its
s 113 students, from 9 different States, and that the institution
lourishing in 1847, with 180 students, and yet we find that in 1850
suspended and virtually abandoned because of financial difficul-
Various plans had been submitted in vain and many unsuccessful
s made for its permanent upbuilding, and so its best friends, includ-
s curators, had practically given up all hope for its future. Its his-
ıs Bacon College ends with its suspension in 1850, for when it was
ed several years later, it appears under a new name and with a
ter somewhat different.

presidents during the period of its existence as Bacon College,
their terms of service, were as follows: Walter Scott, few months
37; David S. Burnet, 1837-1839; Samuel Hatch, 1839-40; James

Sketches of Kentucky, p. 114.

Shannon, 1840–1850. Its faculty in 1847, one of its most prosperous periods, was composed as follows: James Shannon, president and professor of intellectual, moral, and political science; Samuel Hatch, professor of chemistry and natural philosophy; Henry H. White, professor of mathematics and civil engineering; George A. Matthews, professor of ancient languages; E. Askew, teacher in the preparatory department. Its library at that time numbered 1,600 volumes.

During its existence the college had had 27 graduates, among whom especially may be mentioned John B. Bowman and H. H. White, both later so prominently connected with its history, Professor White, as we have seen, being already a member of its faculty before its suspension.

### THE ORIGINAL KENTUCKY UNIVERSITY.

The failure of Bacon College caused John B. Bowman, then living near Harrodsburg, to reflect upon the consequences due to the loss of the institution and to meditate upon a plan whereby an institution of even greater compass might be erected on the ruins of his alma matêr. After mature deliberation he determined, in 1855, to devote himself to the task upon a plan peculiarly his own, and accordingly, in the winter of 1855–56, leaving his own important business affairs, he proceeded to make, in behalf of his design, a house to house canvass of several counties in central Kentucky, where his denomination was particularly strong. His plan was to get the members of his own church, and others interested in educational matters, to contribute in the form of notes in which the payments were made easy, and which, as they were paid, would form an endowment fund, which in time, being invested, would furnish a fixed income for the institution. Scholarship coupons were issued to the subscribers in proportion to the amount subscribed.

Mr. Bowman met with a hearty response in his canvass and was successful, it seems, even beyond his own expectations; but his ideas grew as the funds secured enlarged. In about one hundred and fifty days he secured $150,000, contributed chiefly in small amounts, and given mainly by the farmers of the region, and mostly by members of the Christian Church, although other public-spirited citizens also subscribed.

For the better materialization of his ideas, Mr. Bowman, through the trustees of Bacon College, called a public meeting of the friends and donors of that institution to consult about its reorganization. This meeting occurred at Harrodsburg on May 6, 1857, and was numerously attended, especially from the counties to which the appeal in behalf of the new plan had been principally directed. It was harmonious in spirit and earnest in action, and to it Mr. Bowman presented the report of his canvass and his ideas in regard to the proposed institution. It was not his intention to reestablish Bacon College in its old form, but, as expressed in his own words, to found an "institution more liberal in all its appointments—permanent in its nature—and auxiliary to the

of sound morality and pure religion in our State,"[1] which was to ıde easily accessible to poor young men of the industrial classes. ɜse plans were heartily approved by the meeting, and a committee ıference appointed to act in conjunction with the trustees of Bacon ge in determining what amendments were needed to the charter e college in order to carry them out. Accordingly, amendments obtained, by legislative action approved January 15, 1858, invest- vith all the property and claims of Bacon College, a new body of ors, representing the various counties contributing to the new prise, who were to be not less than thirty in number, and two- s of whom must be members of the Christian Church in Kentucky. were given the corporate power necessary to establish "a first-class ersity, upon a modern American and Christian basis," under the of Kentucky University, and were given the right "to grant such ry honors as are usually granted in the best colleges and universi- n the United States," the diplomas conferred entitling their pos- rs "to all the immunities and privileges which by law or usage are ed to the possessors of diplomas granted by any other college or ersity in the United States."

e amended charter, with its enlarged provisions, was accepted by ustees of Bacon College on February 2, 1858, and the new board rators, at their first meeting on February 4, 1858, adopted the sary laws and regulations for putting it into operation. They issued an address to the public on the history, aims, and objects e institution, in which they called upon its friends to increase the wment, which they proposed to make at least $500,000, and declared what had been done was only a small amount of what they hoped in the future, their ideas and aims, under Mr. Bowman's inspira- enlarging as the means for carrying them out increased. Disavow- ectarian purposes and deprecating the multiplicity of sickly and institutions throughout the West, not furnished with "the true ratus of an education," they only proposed to lay, in their day, a lation upon which future generations might build. All the depart- s of a genuine university were contemplated, embracing normal ıgricultural departments as well as literary and scientific ones.

e beginning of the new Kentucky University is to be found in a ıratory department, to which a normal department was attached, ed in Harrodsburg, on September 21, 1857, under the name of or Academy. William C. Piper being its principal and Joseph B. s his assistant. About 80 pupils were present at the opening of school and 94 were in attendance altogether during its first year. university proper was first opened on September 19, 1859, with rt Milligan, A. M., as its first president, who was duly installed lays later.

esident Milligan associated with him while the university was at odsburg Robert Richardson, Robert Graham, L. L. Pinkerton,

[1] Minutes of the meeting of the friends and donors of Bacon College, page 7.

H. H. White, and J. H. Neville as professors in the various departments which were, at the time, biblical literature and moral philosophy, mathematics, ancient languages, physical science, belles-lettres, and modern languages, all except the last, which might be substituted for some of the work in mathematics, being required for the degree of A. B. The scientific apparatus of the university, at its opening, was estimated to be worth $10,000, Mr. Bowman having recently raised $5,000 for the purchase of new apparatus. He had also, about the same time, secured conditionally an additional $50,000 for the purchase of Harrodsburg Springs and the erection on that splendid estate of new buildings for the institution. He was, however, disappointed in securing that property.

More than 150 students were present at the opening in 1859, and 194 were in attendance during the year. One hundred and seventy-two were enrolled in 1860–61. The advent of the civil war reduced the matriculation considerably, but it is rather remarkable, considering the circumstances, that during that struggle not a week's exercises of the university were suspended nor a dollar lost from its endowment. In 1862–63 there were only 62 students, but in 1863–64 the number had increased to 100.

The institution was conducted at Harrodsburg until the summer of 1865, having 14 graduates between 1861, the first year since the opening to send out a graduating class, and 1865.

On February 23, 1864, the university building was destroyed by a fire, which also consumed the library and apparatus, and although the next session was continued at Harrodsburg, the institution began to look around for another location and, in September, 1864, received propositions looking toward this object from Covington and Louisville, as well as one from the trustees of Transylvania University. This last offered to transfer the Transylvania University property and funds to Kentucky University, provided the latter should be moved to Lexington and the two institutions consolidated in such a way as to carry out all the Transylvania trusts. This offer was favorably considered and finally accepted by the curators of Kentucky University.

Committees of the two boards had met in Frankfort in January, 1865, to make the final arrangements for the consolidation and to secure the necessary legislative ratification of their action, when the question of making provision for the carrying out of the land grant for agricultural colleges, made by Congress in 1862, came before the legislature, and that body seeming to be unwilling to comply with the conditions imposed, Mr. Bowman, the chairman of the committee of the Kentucky University curators, proposed to make the new college a department of the university in such a way as to fully carry out the intent of the act of Congress in regard to agriculture and the mechanic arts, the university furnishing an experimental farm and the requisite buildings, to cost not less than $100,000, and giving free tuition to 300 State students.

ess college. In 1870 the preparatory department was discontin-
and in January, 1874, a regular medical department, called the
sylvania Medical College, with seven professors, several of whom,
ling Dr. Bush, had formerly been connected with the medical
tment of Transylvania University, was inaugurated. This depart-
was, however, never a very great success, and was soon discon-
d.

1869 Professor Graham resigned as presiding officer of the Col-
of Arts, and was succeeded in that position by Professor White.
his voluntary retirement in 1877 Professor Pickett was elected to
osition. The course in this department had been maintained on
original plan, but had been somewhat enlarged, the schools of
al history, history, music, and drawing having been added; the
wo were additional requirements for the degree of A. B.

e matriculation of the institution had grown with its enlargement
soon became comparatively quite large. In 1866–67 there were
tudents in all departments; in 1867–68, 650, and in 1868–69, 767.
is last year thirty different States and countries were represented
e students, and only three other educational institutions in the
ry had a larger matriculation. So it appeared the institution was
to overshadow every rival, at least in the Mississippi Valley.
g the next four years its average attendance was about 700, the
st number being 772 in 1869–70.

e university, however, began to be somewhat financially embar-
d about 1873, by reason of some of its stocks failing to pay divi-
s, owing to the panic of that year. In June, 1875, $40,000 of its
wment fund and $30,000 of its building fund remained uncollected,
t was at that time $37,000 behind with all of its financial obliga-
. This fact partially accounts for the fact that "a most unhappy
and strife arose within the official management."[1] Many of the
h controlling it considered it too great a burden on the denomi-
n to conduct so extensive an educational enterprise, and thought
union with the Agricultural College, especially, a burden rather
an advantage, a feeling intensified by the comparatively small
ns realized from the sale of the land scrip fund, from which much
had been at first expected. On the other hand, there was a wide-
d dissatisfaction throughout the State against any kind of denom-
nal control of this college, and a belief that it would succeed
on an independent basis, a feeling also, strange as it may seem,
gthened by the same land sale for which many unjustly blamed
ersity authorities.

s state of the public mind, both within and without the church,
ned, as has been noticed, with financial difficulties to some extent,
destroyed, by producing a lack of confidence in his plans and man-
ent, the usefulness in connection with the institution of Mr. Bow-

[1] Smith's History of Kentucky, p. 535.

KENTUCKY UNIVERSITY. THE COLLEGE OF LIBERAL ARTS.

man, who had always been in favor of a comprehensive university, and led to his resignation as regent, that office being abolished by the curators on June 12, 1878.

The condition of public feeling, both within and without the church, had already led to two previous acts, both of which necessarily produced a great change in the organization of the university. In July, 1877, the old College of the Bible had been abrogated and a new one instituted, under its own charter, which in control and administration was entirely independent of the university, and by a legislative act of March 13, 1878,[1] the Agricultural and Mechanical College had also been separated from the institution. This led, in the summer of 1878, to the reorganization of the university upon a more strictly denominational basis, and to its becoming for the future one of the important denominational colleges of the State rather than a comprehensive university, complete in all of its departments, into which Mr. Bowman had labored to develop it.

### THE LATER UNIVERSITY.

The completion of the reorganization of 1878 left of the former university really only its College of Liberal Arts, with which was associated a commercial college, as the Colleges of the Bible and of Agriculture and the Mechanic Arts had previously been made independent, the Medical College was already suspended, and the Law College, which had been declining of late, was discontinued the next year.

The new College of the Bible went into operation in the fall of 1878, the old one having continued until the summer of that year. This college and that of Liberal Arts have since, while administratively independent, been conducted in close union, the students of each being freely admitted to the classes of the other, and the management being such otherwise as to practically make them still parts of the same institution. Some notice will now be taken of the history of each of these up to the present time, together with the movements, partly successful and partly not, which have recently been made to put the university again on a somewhat enlarged basis.

### THE COLLEGE OF LIBERAL ARTS.

This is the modern title of the older College of Science, Literature, and the Arts, ordinarily called simply the College of Arts. Upon the abolition of the office of regent on June 12, 1878, the office of president of the university was revived, the position carrying with it, ex officio, that of presiding officer of the College of Arts. To this position Prof. H. H. White was at that time elected, and continued to discharge its duties for two years, when, in 1880, he voluntarily retired and was succeeded by Charles Louis Loos, who held the position for seventeen years, during which the university made gratifying progress in many ways.

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[1] Chapter 124, Acts of 1878.

.ring the period of dissatisfaction the attendance of the university
necessarily decreased, there being only 125 students in the College
'ts and the Commercial College combined in 1877–78, but the admin-
tions of Presidents White and Loos soon restored confidence in the
e of the institution, and its matriculation has for several years
been almost constantly larger than it ever was as a separate
rtment. The preparatory department, which had been abolished in
was restored in 1878, and has since been maintained as a feeder to
arger institution. It is known as the Academy. The Commercial
ge, which has remained associated with the university, without,
ver, in recent years, having its students counted as a part of the
:ution's matriculation, has had, since 1877, Wilbur R. Smith as its
ssful president. It has become one of the most important schools
kind in the South, and annually has large numbers of students
many different States.

e course of instruction in the college of arts has been maintained
:antially on its original plan, but some modifications have taken
. Upon the reorganization in 1878 a B. S. course was instituted,
nich the school of Greek was not required, as that of modern lan-
es was not in the A. B. course. In 1893 a B. L. course was added,
h does not require the schools of Greek and mechanics and astron-
In 1892 a system of partial electives in the courses of study was
gurated, which, by allowing the substitution of studies for each
in the several courses, permits a considerable modification of
in accordance with the student's needs and tastes.

e schools of instruction as at present arranged are: Greek lan-
e and literature, Latin language and literature, mathematics,
anics and astronomy, English language and literature, natural
ce, sacred history and evidences of Christianity, civil history,
al, moral, and political philosophy, and modern languages. Of
, the school of sacred history and evidences of Christianity has
tly been especially emphasized, perhaps more so than formerly.

e faculty of the college has in recent years been increased by the
ion of two new members. Its equipment was, in 1893–94, mate-
improved by the erection of a handsome and well-arranged gym-
im, supplied with modern apparatus, at a total cost of something
$10,000. There has otherwise been no material increase in its
rty or funds since the benefactions raised by Mr. Bowman. Its
nds, buildings, and apparatus of various kinds are now approxi-
ly worth $200,000, and its endowment funds are something over
ame amount.

graduating class has in recent years numbered something over
ty annually. Since sending out its first graduating class in
it conferred, altogether, 310 regular degrees up to and including
Of these, 227 were A. B.; 34, B. S.; 12, B. L.; 32, A. M.; 3,
; and 2, C. E. It also granted 9 honorary A. M.'s and 1 LL. D.

KENTUCKY UNIVERSITY. THE COLLEGE OF THE BIBLE.

Among its alumni a number have made a considerable reputation as teachers, physicians, lawyers, ministers, and in political and literary life. Among the last may be mentioned particularly James Lane Allen.

### THE COLLEGE OF THE BIBLE

As has been noted, the first College of the Bible, which was an integral part of the university, was organized upon the removal of the institution to Lexington in 1865, and closed its career in 1878. President Milligan was its first presiding officer, and he and J. W. McGarvey, A. M., were its first professors. Professor Milligan died in 1875, and was succeeded by Prof. Robert Graham, who at that time resigned the presidency of Hocker Female College and returned to the service of the university, he and Professor McGarvey constituting the faculty of the College of the Bible for a considerable period. The first College of the Bible sent out its first graduating class in 1867, and had, during its existence, a total of 65 alumni.

The present College of the Bible was separated from the university in July, 1877, and was placed by its new charter under the control of its own board of trustees, making it a distinct institution, which has, however, since remained closely associated with the university. Under the new arrangement Professor Graham continued as its presiding officer, and he and Professor McGarvey still constituted its faculty, together with one other professor, which in recent years has been I. B. Grubbs, A. M.

The number of matriculates of the college increased considerably after 1878, there being 54 in 1879–80 and 128 in 1887–88. For the last few years the attendance has averaged nearly 150, who have come from as many as twenty different States of the Union and five foreign countries. This necessitated an increase in the faculty in June, 1895, when B. C. Deweese, A. M., was made an additional professor. At the same time Professor Graham, while still retaining his chair, retired from the position of presiding officer, in the duties of which he was succeeded by Professor McGarvey, who is the present executive head of the institution.

The college had, up to this time, had its lecture and recitation rooms in the main university building, but in this year a fine new building was completed for it at a cost of $25,000. It is located on the university grounds and furnishes for the institution excellent class rooms, society halls, a chapel, and a library and reading room. The college has besides the permanent use of three brick buildings on the university campus, which afford boarding accommodations for about 100 of its students. Its library has also of late been considerably enlarged. The institution has a permanent endowment of $5,000 for its library, also a general endowment of about $70,000.

The college, while intended primarily to furnish systematic instruction in the Scriptures both in English and the original tongues and other-

prepare its students for the special work of the ministry, does not to be strictly a professional school, but receives all who wish to d their knowledge of the Bible, from those who have only a com- school education to those who possess a college degree, its courses so coordinated with those of the college of arts that the former of students can profitably pursue strictly classical and scientific at the same time.

e institution has annually a number of students, not candidates raduation, who only take certain special studies, while it also con- diplomas in two courses made up from the following independent ls of instruction:[1] Sacred history, Christian doctrine and church , church history, hermeneutics and exegesis, homiletics, Hebrew uage and literature, philosophy, mental, moral and political, Bibli- iticism, Hellenistic Greek, vocal music, and elocution. No degrees ranted, but only a diploma of graduation in these courses, which alled, respectively, the classical and English course. The former y open to college graduates, is three years in length, and includes e above schools except the last; the latter requires a preliminary ing equivalent to a college course to the end of freshman year in ematics and natural science, and to the end of junior year in ish language and literature, and the completion of the first eight e above schools, except that of philosophy, mental, moral and cal, a course extending through four years.

e Kentucky Christian Education Society, an independent organi- n of the church, assists annually a limited number of deserving nts who have not the means to defray all their expenses.

e College of the Bible has in recent years had an average of some- over 20 graduates annually. Its total alumni, to 1898 inclusive, 57, of whom about 60 have graduated in the classical course, the s in the English course. Among the alumni are a number of emi- ministers, a dozen or more college professors, and some prominent rs of religious papers.

RECENT HISTORY OF THE UNIVERSITY AS A WHOLE.

e university as a whole, looked upon as an association of cooperat- olleges, has of late years enlarged the scope of its instruction and phere of its action in several respects.

1890 the College of Liberal Arts and the Commercial College were ed, in all their departments, to women upon the same terms as men.

1892 the College of Law, which had closed in 1879, was revived with Joseph D. Hunt as its presiding officer, with whom were associated, her professors, David G. Falconer, John T. Shelby, and John R. . The success of the college was not, however, sufficient to justify ntinuance, and it was again suspended in 1895.[2]

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[1] [illegible] from a half year to two years, for their com- [illegible] A [illegible] course in Old Testament criticisms has recently been added.

[2] [illegible] during their existence had a total of 164 graduates.

In November, 1897, a further extension of the operations of the university was brought about by an arrangement which constituted the Kentucky School of Medicine, located in Louisville, as the medical department of the institution,[1] thus substituting a well-established and vigorous medical college for the former medical department, closed in 1878, and also reestablishing an old connection, as the Kentucky School of Medicine is in a sense a lineal descendant of the medical department of old Transylvania University.

In the the summer of 1897 President Loos, after seventeen years of capable and useful service in the position, resigned the presidency of the university. He, however, still retained his professorship. His successor in the presidential chair of the institution is Rev. R. Lin. Cave, who assumed the executive duties of the institution in September, 1897, shortly before the expansion referred to above. President Cave is an alumnus of the College of the Bible in the class of 1867, and has been mainly engaged in the active work of the ministry of his church since graduation. He has had, however, some special training for his present position in having been for a time the president of Christian University, at Canton, Mo. He has devoted himself, in connection with the university at Lexington, mainly to the work of informing the public, especially his denomination, more fully in regard to its work and getting them interested in its welfare.

The faculty of the medical department will be given in connection with the appended sketch of the Kentucky School of Medicine.

The following is the combined faculty of the colleges of the university located in Lexington: Rev. R. Lin. Cave, president of the university and ex-officio presiding officer of the College of Liberal Arts; Charles Louis Loos, LL. D., professor of the Greek language and literature; John W. McGarvey, A. M., president of the College of the Bible and professor of sacred history and evidences of Christianity; Wilbur R. Smith, presiding officer of the Commercial College; Henry H. White, LL. D., professor emeritus of mathematics and astronomy; Robert Graham, A. M., professor of mental, moral, and political philosophy; Alexander R. Milligan, A. M., professor of the Latin language and literature; Isaiah B. Grubbs, A. M., professor of exegesis, church polity, and church history; Alfred Fairhurst, A. M., professor of natural science; Charles J. Kemper, A. M., professor of the French and German languages and of mechanics and astronomy; Clarence C. Freeman, A. M., professor of the English language and literature; Richard H. Ellett, A. M., professor of mathematics; Walter G. Conley, A. M., professor of sacred history and evidences of Christianity; Benjamin C. Deweese, A. M., professor of Hebrew and homiletics; Mrs. A. R. Bourne, professor of civil history and assistant professor of English.

[1] The connection between the Kentucky School of Medicine and Kentucky University was dissolved in the latter part of the summer of 1898, and the university established a new medical department, also located in Louisville.

wise prepare its students for the special work of the m claim to be strictly a professional school, but receives extend their knowledge of the Bible, from those who mon school education to those who possess a college d being so coordinated with those of the college of arts class of students can profitably pursue strictly classi work at the same time.

The institution has annually a number of student for graduation, who only take certain special studies, fers diplomas in two courses made up from the follow schools of instruction:[1] Sacred history, Christian doc polity, church history, hermeneutics and exegesis, ho language and literature, philosophy, mental, moral an cal criticism, Hellenistic Greek, vocal music, and elocu are granted, but only a diploma of graduation in the are called, respectively, the classical and English cou is only open to college graduates, is three years in len all the above schools except the last; the latter requi training equivalent to a college course to the end of mathematics and natural science, and to the end English language and literature, and the completion of the above schools, except that of philosophy, m political, a course extending through four years.

The Kentucky Christian Education Society, an in zation of the church, assists annually a limited nu students who have not the means to defray all their

The College of the Bible has in recent years had an thing over 20 graduates annually. Its total alumni, are 357, of whom about 60 have graduated in the cl others in the English course. Among the alumni are nent ministers, a dozen or more college professors, an editors of religious papers.

RECENT HISTORY OF THE UNIVERSITY AS

The university as a whole, looked upon as an associ ing colleges, has of late years enlarged the scope of it the sphere of its action in several respects.

In 1890 the College of Liberal Arts and the Comme opened, in all their privileges, to women upon the sa

In 1892 the College of Law, which had closed in 1879, Hon. Joseph D. Hunt as its presiding officer, with whom as other professors, David G. Falconer, John T. Shel Allen. The success of the college was not, however, su its continuation and it was again suspended in 1895.[2]

[1] These schools require different times, from a half year to two pletion. A half year's course in Old Testament criticisms has r

[2] The two colleges of law during their existence had a total of

In November, 1897, a further extension of the operations of the university was brought about by an arrangement which constituted the Kentucky School of Medicine, located in Louisville, as the medical department of the institution,[1] thus substituting a well-established and vigorous medical college for the former medical department, closed in 1878, and also reestablishing an old connection, as the Kentucky School of Medicine is in a sense a lineal descendant of the medical department of old Transylvania University.

In the the summer of 1897 President Loos, after seventeen years of capable and useful service in the position, resigned the presidency of the university. He, however, still retained his professorship. His successor in the presidential chair of the institution is Rev. R. Lin. Cave, who assumed the executive duties of the institution in September, 1897, shortly before the expansion referred to above. President Cave is an alumnus of the College of the Bible in the class of 1867, and has been mainly engaged in the active work of the ministry of his church since graduation. He has had, however, some special training for his present position in having been for a time the president of Christian University, at Canton, Mo. He has devoted himself, in connection with the university at Lexington, mainly to the work of informing the public, especially his denomination, more fully in regard to its work and getting them interested in its welfare.

The faculty of the medical department will be given in connection with the appended sketch of the Kentucky School of Medicine.

The following is the combined faculty of the colleges of the university located in Lexington: Rev. R. Lin. Cave, president of the university and ex-officio presiding officer of the College of Liberal Arts; Charles Louis Loos, LL. D., professor of the Greek language and literature; John W. McGarvey, A. M., president of the College of the Bible and professor of sacred history and evidences of Christianity; Wilbur R. Smith, presiding officer of the Commercial College; Henry H. White, LL. D., professor emeritus of mathematics and astronomy; Robert Graham, A. M., professor of mental, moral, and political philosophy; Alexander R. Milligan, A. M., professor of the Latin language and literature; Isaiah B. Grubbs, A. M., professor of exegesis, church polity, and church history; Alfred Fairhurst, A. M., professor of natural science; Charles J. Kemper, A. M., professor of the French and German languages and of mechanics and astronomy; Clarence C. Freeman, A. M., professor of the English language and literature; Richard H. Ellett, A. M., professor of mathematics; Walter G. Conley, A. M., professor of sacred history and evidences of Christianity; Benjamin C. Deweese, A. M., professor of Hebrew and homiletics; Mrs. A. R. Bourne, professor of civil history and assistant professor of English.

[1]The connection between the Kentucky School of Medicine and Kentucky University was dissolved in the latter part of the summer of 1898, and the university established a new medical department, also located in Louisville.

There are besides an assistant in the Academy and an instru elocution, also a number of other teachers in the Commercial C Professor White, while having given up the duties of his profess still continues a long and honorable service for the institution by as its treasurer and librarian.

### THE KENTUCKY SCHOOL OF MEDICINE, LOUISVILLE.

As has been mentioned above, this school became, in Novembe the medical department of Kentucky University, thus resumin more closely than formerly, an old relation, as we have alread that the medical faculty of Transylvania University, the prede of the present Kentucky University, had a large share in foundi Kentucky School of Medicine, and that the two schools were i way connected for several years. Others were, however intere the establishment of the new school, the second of its kind in Lou The first steps looking toward its organization were taken in 1847 a number of the most eminent physicians and other citizens of ville petitioned the State legislature for a charter for the ent from considerations of public policy as well as in the interests o ical education. For some reason the legislature did not see fit to a charter at that session. Another unsuccessful attempt to se separate charter was made at the next session, as well as an e futile one to have the proposed medical school made explicit medical department of the Masonic University, then in operat Lagrange, Ky. Finally, in 1849, the charter of this i[illegible]atio modified in such a way as to give it university privile[illegible] and this provision of its charter the Kentucky School of Medicin opened in the succeeding year.

Just about the time the matter of the char[illegible] arr the sessions of the medical department of Tr[illegible] were changed from fall and winter to sprin[illegible] invited, on account of the eminence of their [illegible] and their r tion as teachers, by those in Louisville interested in the new sch take part in its organization. They accordingly constituted the part of its first faculty. The first session of the Kentucky Sc Medicine was opened in Louisville on the first Monday [illegible] Nov 1850, and its initial faculty was composed as follows: [illegible] Dudley, M. D., emeritus professor of anatomy and surger Peter, M. D., professor of medical chemistry and toxicology; S Annan, M. D., professor of pathology and the practice of me Joshua B. Flint, M. D., professor of the principles and prac surgery; Ethelbert L. Dudley, M. D., professor of descriptive an and histology; Lewellyn Powell, M. D., professor of obstetrics a cases of women and children; James M. Bush, M. D., professor of cal anatomy and operative surgery; Henry M. Bullitt, M. D., profe physiology and materia medica; Philip Thornberry, M. D., John

t, M. D., demonstrators of anatomy. Of this faculty, Drs. Peter, nan, E. L. Dudley, and Bush were, with one exception, the medical lty of Transylvania University at the time, while Drs. Flint, Powell, d Bullitt were additional members from Louisville. Dr. Bullitt was nde the first dean of the faculty. Dr. B. W. Dudley's connection ith the school, as with Transylvania University at the time, was only minal. It was originally intended that he should from time to time liver lectures on special points of surgical doctrine and practice, but is known that he never delivered any of these. The first quarters of e institution were on the southeast corner of Fifth and Green streets, here an amphitheater capable of seating 400 students had been fitted , besides a convenient dissecting room and rooms for a library and useum. Dr. Peter had been sent East the previous summer to purhase the apparatus for a complete modern laboratory, and Dr. Bush d been dispatched to Europe, where he had secured an excellent natomical cabinet.

The original course of the school was the one then generally in vogue Transylvania and elsewhere, of two courses of lectures, with one ear's office study. The sessions at first were four months in length, eginning the first of November.

The institution was fairly prosperous from the start, having 101 students the first year, a number of them being advanced students from ransylvania and elsewhere, of whom 35 were graduated at the end of he session. For the next year, Dr. Annan resigned and Dr. Thomas . Mitch[illegible] e remaining member of the Transylvania medical faculty f the ye[illegible] fore, was made professor of the theory and practice of edicine, [illegible] Bullitt taking the chair of physiology and pathology, d E. D. Foree, M. D., of Louisville, becoming professor of materia edica and t[illegible]s; at the same time Dr. Flint succeeded Dr. Bullitt a[illegible] faculty. There were, that session, 110 students [illegible] e the third year there were 101 students and 31 raduates.

In 1854 Drs. Pete[illegible] Dudley, Bush, and Mitchell severed their connection with the school, as the Transylvania Medical School at that ime resumed its winter sessions; Dr. Powell also resigned, so the aculty of the Kentucky School of Medicine had, as new professors, Drs [illegible] J. Breckinridge, Thomas W. Colescatt, J. G. Norwood, [illegible]n, and L. M. Lawson, who held the chairs, respectively, of [illegible]eria medica and clinical surgery, anatomy, chemistry, obstetrics and diseases of women and children, and theory and practice of medicine and clinical medicine. The institution then became entirely an independent school and remained so until its recent connection with Kentucky University, its affairs being managed by a board of seven self-perpetuating regents.

At an early date in its history, the school, in order to secure a better season of the year and better suit the courses of other schools, changed

ssions to the spring, a custom which it has since maintained, and h it was the first institution to follow as a regular policy. The ol continued many years in its original location, during which time ntinued to grow in public favor. In 1866 an affiliation was formed een it and the medical department of the University of Louisville, nt faculty of ten professors being appointed from the two faculties; his connection lasted only about a year, at the end of which each ution resumed its separate existence.

e prosperity of the Kentucky school was such that after a time s forced to seek larger and better quarters, which were obtained present location on Sixth street, between Walnut and Chestnut ts, where its original building was capacious and well adapted to ses. The institution has put stress upon practical and demonstra- teaching and early had, as a part of its equipment, a dispensary rnish the desired clinical advantages. In 1890 laboratories of logy, pathology, and bacteriology were added to the previous atories of chemistry, of materia medica and pharmacy, and of omy, and at the same time the ample museum was refitted. Since clinical and surgical laboratories have been established. In 1894, der to further enlarge the clinical advantages of the school, its ty had erected, in connection with the college building, a large liary hospital at a cost of $50,000. This building is a credit to the and its founders. It is fitted throughout with modern appliances its appointments are in every way commodious and elegant.

e graduation requirements of the institution have, in recent years, brought up to those of the foremost medical schools of the country. 892 a preliminary matriculation examination and a three-years' se of lectures were required of all students entering that year, and 95 the regular matriculation requirements and lecture courses of years of the Association of American Medical Colleges were made ntial to graduation. The sessions of the school now extended six hs, from January 1 of each year.

e course of instruction is that of a modern progressive institution, embraces the following departments: Anatomy, chemistry, physi-, materia medica, therapeutics, physical diagnosis, medicine and al medicine, diseases of children, nervous diseases, hygiene, tics, gynecology and abdominal surgery, operative gynecology, ery and clinical surgery, ophthalmology and otology, venereal and diseases, dental surgery, medical jurisprudence, and medical ies

e popularity of the school is attested by its large annual matricu- n, which has not been largely reduced by the additional require- s for graduation recently instituted. In 1889, 263 students were in dance upon its classes; in 1891 their number had increased to 411, n 1892 to 504, these last representing 34 States and Territories of nited States and 6 other countries. The average matriculation

for the past two years has been 338. There were 104 graduates in 1889, 155 in 1891, and 188 in 1894. The average for the past two years has been 79. The school had educated, altogether, something over 5,000 physicians up to 1898, inclusive. Its graduates are scattered throughout the States and Territories, and many of them have won prominence and distinction in practice and teaching in all parts of the country. Besides these already mentioned and the present faculty of the institution, the following prominent physicians have, among others, at different times been connected with its faculty for longer or shorter periods: T. G. Richardson, Middleton Goldsmith, A. B. Cook, G. W. Bayless, J. M. Bodine, N. B. Marshall, C. W. Wright, L. J. Frazee, George J. Cook, and J. A. Ireland.

The following are the present regular professors in the school:

Samuel E. Woody, A. M., M. D., professor of chemistry, public hygiene, and diseases of children; William H. Wathen, M. D., LL. D., professor of obstetrics, abdominal surgery, and gynecology; Martin F. Coomes, A. M., M. D., professor of physiology, and clinical lecturer on ophthalmology and laryngology; Clinton W. Kelly, M. D., C. M., professor of anatomy and clinical medicine; Henry Orendorf, M. D., professor of materia medica and therapeutics, and clinical lecturer on genito-urinary, venereal, and skin diseases; Joseph M. Mathews, M. D., professor of surgery, and clinical lecturer on diseases of the rectum; James M. Holloway, A. M., M. D., professor of surgery and clinical surgery; Joseph B. Marvin, B. S., M. D., professor of medicine and clinical medicine; William L. Rodman, A. M., M. D., professor of surgery and clinical surgery; Carl Weidner, M. D., associate professor of medicine, and director in the laboratory of histology and pathology; Louis Frank, M. D., professor of bacteriology, and director in the laboratory of bacteriology; W. T. St. Clair, A. M., professor of medical Latin; Harry Gault Brownell, B. S., professor of medical physics; David W. Fairleigh, B. L., professor of medical jurisprudence.

The faculty also contains 4 lecturers on special subjects, 3 directors of laboratories, and 15 assistants in the various departments. Dr. Wathen was for many years its dean, but was succeeded in 1895 by Dr. Woody, who is the present executive officer of the institution.

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## E AGRICULTURAL AND MECHANICAL COLLEGE—LEXINGTON.

e foundation of this institution, ordinarily called the State Col- simply, is due to the act of Congress of July 2, 1862, which ted to each State of the Union that would provide colleges for the ft of agriculture and the mechanic arts a donation of 30,000 acres nd for each of its Representatives in the National Legislature. on 4 of this act requires that the leading object of such colleges—

ll be, without excluding other scientific and classical studies, and including ry tactics, to teach such branches of learning as are related to agriculture and echanic arts in such manner as the legislatures of the States may respectively be, in order to promote the liberal and practical education of the industrial s in the several pursuits and professions of life.

is donation amounted, in the case of Kentucky, to 330,000 acres d, and was formally accepted by the State legislature on January 863. The act provided, however, that the State should furnish an imental farm, proper buildings, and a suitable equipment other- for the new college, and as Kentucky was at the time, owing to ivil war, in quite a depressed condition financially, some difficulty experienced in getting her legislature to make the needed direct opriation for putting the institution into operation. Proposals for for its location were arranged for, but none were offered during ext two years that were considered sufficiently advantageous to cepted.

s probably because the proposition carried with it no experimental that the excellent proposal of the trustees of Transylvania Uni ty to make the property and funds of that venerable institution asis for the new one was not taken advantage of. The buildings, nds, and apparatus of the university at that time were estimated

AGRICULTURAL AND MECHANICAL COLLEGE OF KENTUCKY—MAIN BUILDING.

AGRICULTURAL AND MECHANICAL COLLEGE OF KENTUCKY—EXPERIMENT STATION BUILDING.

to be worth $100,000 or more, while its endowment was about $65,000 in bonds and $5,000 in cash. This would have furnished a splendid foundation for the Agricultural and Mechanical College, one for which it had to wait years afterwards before acquiring in its own right. It was this difficulty in securing the proper equipment, besides the advantages of the offer itself, which made the legislature as a body, in January, 1865, quite willing to turn over the inauguration of the enterprise to Kentucky University upon the terms then proposed by Mr. Bowman, its founder.

We have seen, in connection with the history of that institution, what were the terms of that offer and how it was accepted by the act of February 22, 1865, and the new college opened, under the auspices of the university, on October 1, 1866, a loan of $20,000 having been made by an act of February 10, 1866, in order to put it into immediate operation without depending on the returns from the sale of the Government land scrip. This sale was authorized by an act of February 28, 1865,[1] and occurred some time after that date. The land was disposed of for 50 cents an acre, thus realizing a fund of $165,000, which was invested in State bonds, bearing 6 per cent interest, the returns from which for a considerable time were the principal income of the institution. The comparatively small amount obtained from the land endowment caused much dissatisfaction throughout the State, especially among the friends of Kentucky University, and was, as has been noted, one of the causes operating to separate the college from the university. If any are to be specially blamed in this connection they are those, both within and without the denomination controlling the university, who by their clamors for the early inauguration of the new college, caused those in whose hands the matter had been placed to be perhaps rather hasty in disposing of the college lands. Kentucky did quite as well with this endowment as some States who were equally hasty in realizing on it, although other States handled their scrip more judiciously and were thus able to obtain much more from it. When the Agricultural and Mechanical College was first put in operation, on the splendid estate provided for it by Mr. Bowman, its faculty was constituted as follows: John Aug. Williams, presiding officer and professor of mental and moral philosophy; H. H. White, professor of mathematics and astronomy; Robert Peter, professor of chemistry and experimental philosophy; James K. Patterson, professor of Latin, political economy, and history; Alexander Winchell, professor of geology and natural history; Joseph D. Pickett, professor of the English language and literature; William E. Arnold, professor of military tactics. Besides these there were six instructors, a farm superintendent, and two stewards.

The original course of instruction in the institution embraced the ten schools of philosophy, English language and literature, mathe-

[1] Chapter 1174, acts of 1865.

es, chemistry and experimental philosophy, natural history, his-
, modern languages, civil engineering and mining, military tactics,
fine arts. In addition to this, practical work was required of all
ents for two hours a day on the ornamental grounds, the farm, or
ne mechanical shops after these had been established in 1868, a
ber of students being assisted financially by being paid for extra
r on the farm.

e have seen that the college was, for a time, quite successful,
ng as many as 300 students in 1869–70; but the connection with
tucky University, for the reasons already given, soon proved
tisfactory to all parties, the number of students having, in
-78, declined to 78; so, by an act of March 13, 1878, the legis-
re, which had reserved such a right over the control of the land-
owment fund, as well as the right of inspection through a board
x visitors appointed by the governor, separated the college from
university, the act to take effect July 1, 1878, from which date
former became an independent institution. The college up to this
had had two other presiding officers besides Professor Williams,
had directed it the first year and largely organized its course. He
been succeeded in 1867 by Professor Pickett, and he in 1869 by
essor Patterson. It had sent out its first graduating class of one
ber in 1869, and had had altogether during this period of its his-
12 graduates.

ne act separating the institution from Kentucky University, which
egislature looked upon as having made a loyal attempt to fulfill its
ges to the college, but had failed, owing to adverse circumstances,
inted for the latter a commission, composed of the lieutenant-
rnor and one member from each of the ten Congressional districts
e State, whose duties were threefold: (1) To arrange for continuing
operation of the institution until the next session of the legislature;
decide upon its permanent location at that place in the State
h would, all things considered, offer the greatest inducements;
prepare a plan for its reorganization in regard to departments of
uction, and other important particulars.

ne first of these objects was accomplished by an arrangement, entered
on July 5, 1878, between the commission and a committee of the
d of curators of Kentucky University, by which the college was to
occupy its former grounds and buildings until July 1, 1880, and was
ive the use of 100 acres of the experimental farm, together with one
additional for every student it had over 100, the institutions mean-
acting in harmony as previously and mutually opening their
ses to each other's students. The board of visitors, composed of six
esentative public men to whom the direct management of the insti-
n had been committed for the next two years, after organizing on
12, 1878, elected a new faculty of seven members, composed mainly,
*entirely*, of members of the former faculty, with Prof. J. K. Patter-

son, who had been at the head of the institution for the past nine years, as its president, thus putting the college in running order for the next two years.

In accordance with the terms of the Congressional land grant, the commission made agriculture and the mechanic arts, as also military tactics, obligatory in the course of instruction, but, in regard to other departments a wide discretion was given to the trustees of the college. An advanced course in agricultural chemistry and other subjects were at once added to the curriculum, which, according to the recommendations made, was to be wide in scope and to be conducted on a university and not simply a college basis. The putting of the institution on this basis was not, however, to be hurried, but was to be carried out as its means would permit. Kentucky University had for several years been unable, by reason of financial embarrassment, to carry out the intention of Congress in regard to agriculture and the mechanic arts, as its experimental farm had been used only to aid students and its expensive machine shops had for some time been closed. The college only attempted to give the scientific basis of instruction in these departments, waiting for greater resources before instituting practical operations.

After having made these preliminary arrangements the commission, in accordance with its instructions, had advertised for bids for the permanent location of the college to be reported to the next session of the legislature, and at a meeting on August 14, 1879, recommended that of Lexington and Fayette County as offering the best and greatest inducements. Lexington, in order to secure the location of the institution permanently in its midst, proposed to give the city park of 52 acres, lying within the limits of the city and valued at $250,000, as a site and $30,000 in bonds for building purposes, which was to be supplemented by $20,000 in bonds given for buildings or land by Fayette County.[1] This offer was accepted, and the college so located by an act of the legislature approved February 6, 1880.[2]

Meanwhile the institution had made a fair start toward its future prosperity. Its first session under the new auspices was opened on September 7, 1878, and during the year 118 students were in attendance, an advance of 50 per cent over the previous year's attendance. The college also closed the year with some cash in the treasury, although its agricultural produce for the year had not been realized on and considerable had been paid out for student labor. During its second year its attendance reached 137.

By a legislative act of March 4, 1880,[3] the institution was granted a liberal charter, conferring upon it full collegiate powers, and putting it under direct State control, by having its management committed to a

[1] The donation of Lexington was authorized by a legislative act approved January 31, 1880 (chapter 49, acts of 1880), and that of Fayette County by an act approved January 24, 1880 (acts of 1880, chapter 71).

[2] Chapter 157, acts of 1880.

[3] Chapter 359, acts of 1880.

of twelve trustees, appointed by the governor and confirmed by senate every four years, with the governor as an additional ex io member. A clause provided for the addition of four other members ed by the alumni of the college from among themselves whenever number should reach 100. This last provision was abrogated by ct of May 9, 1893, which placed the control of the institution in the ls of fifteen trustees, one-third of them appointed every two years he governor, who, with the president of the college, is also an ex io member.

ie original charter provided free tuition for 4 students from each ie 100 legislative districts of the State. An amendment of April 880,[1] did a great service to the cause of public education in the e by establishing a normal department which, as declared by section the act, is "designed more particularly, but not exclusively, to ify teachers for common and other schools," and was also to furnish tuition to 4 students from each legislative district who are pre- ng themselves for teaching. To further increase and make efficient endowment of the institution, an additional amendment of April 880,[2] imposed a regular tax of one-half cent on each $100 of the erty of the white citizens of the State, thus making a very material much needed addition to the scant income derived from the land- fund. This tax yielded in 1880, the first year it was levied, about 000 and now furnishes an income of about $33,000 a year.

ie history of the college from the time of its permanent location, it received its endowment from Lexington and had the income a State tax added to its former revenue of about $10,000 a year, been one of constant and regular growth and expansion, which been further extended by the increased income derived from the h bill of 1887 and the Morrill bill of 1890.

1880 its faculty was enlarged and its course of instruction extended. aculty as then constituted was composed as follows: James K. erson, president and professor of history and metaphysics; Robert r, professor of chemistry and experimental philosophy; John H. lle, professor of Latin and Greek; John Shackleford, professor of lish; J. G. White, professor of mathematics and astronomy; A. R. dall, professor of natural history and mechanics; R. J. Howell, A., professor of civil engineering and military science; F. M. ell, professor of French and German; W. A. Kellerman, professor gricuiture, horticulture, and economic botany; Maurice Kirby, ipal of the normal school; T. C. H. Vance, principal of the com al department; W. K. Patterson, principal of the preparatory ment; A. M. Peter, adjunct professor of chemistry and natural ry; John Patterson, assistant professor of Latin; David A. King,

[1] [illegible] of 1880. Under this act, as female teachers were admitted as [illegible] teachers, the institution became coeducational and has since so remained [illegible]

[2] [illegible] of 1880.

instructor in practical mechanics; J. L. McClellan and M. L. Pence, assistants in the preparatory department.

The course of instruction as laid down in the regulations of the board of trustees, adopted in final form on June 30, 1882, was divided into twenty-one departments, besides a preparatory department, all of which, except those relating to commercial education, are included in the present curriculum of the college, with its fifteen departments, which will be enumerated later.[1] Instruction in bookkeeping, commercial law, and phonography were originally included in the regular curriculum, but in 1889 an arrangement was made by an association with Orcutt's Short Hand and Commercial Institute to furnish college students desiring it free instruction in these departments in that institution. A similar arrangement, which continued until quite recently, was later made with Lexington Business College; but commercial education is now looked upon by the institution as professional, and is not made a part of its curriculum.

When the agreement made by the commission of 1878 and Kentucky University expired on July 1, 1880, the college, seeing its new quarters could not be prepared for it for some time, rented its former buildings and grounds from the university and continued in its old location for nearly two years longer. The corner stone of a fine new main building, constructed of brick with stone trimmings, with accommodations for 600 students in the way of chapel, lecture rooms, etc., was laid with appropriate ceremonies on October 28, 1880. This building was completed and occupied as a new home for the institution on February 15, 1882. About the same time a brick residence for the president and a brick dormitory, with accommodations for 90 students, were erected. Meanwhile the matriculation continued to increase, there being 234 students in attendance in 1880–81.

The work of the college in its new home soon began to show that expansion which has since been characteristic of it. In the latter part of 1885 the first important step in realizing the special aims of the institution was taken by the organization of the agricultural experiment station. Prof. M. A. Scovell, its present efficient director, was then placed at its head, and in 1886 the station began work as a State enterprise, it having been reorganized and named the Kentucky Experiment Station by the legislature in that year. Its twofold work of making experiments in scientific agriculture and making their results known to those interested by the publication of frequent bulletins was able to be still further increased and enlarged by the passage by Congress, on March 2, 1887, of what is ordinarily known as the Hatch bill, from its author, which appropriates annually $15,000 to similar stations in each State throughout the country. The board of control of the

[1] The degree courses provided in 1880 were a classical and a scientific course of four years each, leading to the degrees of A. B. and B. S., with A. M. and M. S. conferred after an additional year's study. There was also a general course of four years not leading to a degree.

tucky station, as at present organized, is composed of three of the ge trustees, together with the president of the college and the ctor of the station as ex-officio members. The provisions of the ch bill were accepted by the legislature on February 20, 1888,[1] and experimental farm of 48½ acres, situated near the college campus, soon purchased and equipped with suitable buildings. The chief ding for the station is located on the campus. It is a handsome well-planned structure, costing, with its equipment, about $20,000, was completed in August, 1889. All commercial fertilizers sold in State are required by State law to be analyzed and inspected by station. This so far has been a means of some income, besides furing valuable information to the agricultural community. The staff he station contains, in addition to the director, two chemists, an omologist and botanist, a horticulturist, a meteorologist, a superinlent of field experiments, and a dairyman.

he development of the other leading object for which the college established has had a similar, although somewhat more recent, ory. A course in practical mechanics was first offered in 1889, but egular mechanical department was organized until two years later. nwhile the revenue of the institution and its ability to carry out urposes in this direction were materially increased by what is comly known as the Morrill bill, of June 23, 1890, which granted to of the agricultural and mechanical colleges in the different States appropriation of $15,000 for the year 1890, which was to be eased each year by $1,000 until it reached $25,000 annually. A lar department of mechanical engineering was organized in the tucky State College in June, 1891, when the chair of mechanical ineering was established and the professor appointed. A new hanical building was soon begun and was completed and occupied anuary, 1892. It is commodious and specially well adapted to its poses and has an equipment second to none south of the Ohio er, the estimated value of the building and apparatus being about ,000. The building contains, besides three recitation rooms and e offices, two drawing rooms, a wood pattern shop, two boiler ns, a wash room, a tool room, an engine room, two machine shops—for working wood, the other metal—a foundry, a blacksmith shop, two large rooms devoted to experimental engineering.

he addition of the normal school in 1880 and the recent enlargement he means of instruction in the special departments of the college, to ch we have just been referring, have led to a corresponding expan in its courses of study, courses in pedagogy, in agriculture, in l engineering, and in mechanical engineering, having been added to se already in operation, so as to make the present curriculum quite d in scope as well as special in character. The former scientific rse has recently been subdivided into mathematical, biological, and

[1] Chapter 208, acts of 1888.

chemical courses, all scientific in character, but each emphasizing especially the science indicated by its name. The equipment of the departments of biology, physiology, geology, botany, chemistry, and physics has become quite complete for work and illustration, the apparatus of those departments being estimated to be worth something over $20,000.

The facilities for instruction in these departments were largely improved in 1897 by the erection of a new natural science building. This is a three-story brick structure and is modern in all its appointments, costing, with its electric-lighting and steam-heating apparatus, $20,000. The entire third floor of this building is given up to the proper display of a recent valuable acquisition to the scientific apparatus of the college, consisting of the collection of minerals and other products of the State, collected by the State geological survey and for many years deposited in the capitol at Frankfort. This collection is now in charge of the State inspector of mines, who by an act of the legislature of 1898 was attached to the staff of the State college and had his office and the geological collection moved to Lexington. This collection will constitute a valuable scientific museum for the future.

The libraries of the different departments of the college, especially the scientific departments, have of late been considerably enlarged and now contain the standard authorities needed for reference in each case. The plan of having special libraries has been adopted rather than having one large general collection.

The approximate value of the entire college property is $475,000. The income of the institution, including the experiment station, is about $80,000 annually. The following is an exhibit of the revenue between July 1, 1896, and July 1, 1897:

| | |
|---|---|
| **College proper:** | |
| State taxes | $32,429.32 |
| Federal fund of 1890 | 18,810.00 |
| Students' fees | 1,428.57 |
| From other sources | 498.91 |
| Total | 53,166.80 |
| **Experiment station:** | |
| Federal fund of 1887 | $15,000.00 |
| Fertilizers | 3,240.00 |
| Farm | 1,280.43 |
| Other sources | 132.70 |
| Total | 19,653.13 |

To the college income, besides the above items, is to be added $8,464.50 annually coming from its share of the Federal fund of 1862, from which no revenue is given above, because the former State bonds had expired in 1896 and no new revenue was derived from this source until September, 1897, on new bonds issued by the legislature of 1896.[1] The Federal

[1] The legislature of this year gave to the State Normal School at Frankfort its share, 14½ per cent, of the Federal fund of 1862, which made the share of the State college $141,075, which bears 6 per cent interest annually.

l of 1890 also increases $1,000 each year until the year 1900, 8
cent of which will go to this institution.

he course of instruction in the college as at present constituted
posed of the following departments: History, political economy, a
aphysics; botany, horticulture, and agriculture; the English la
ges and literature; military science; chemistry; mathematics a
onomy; modern languages; Greek and Latin; pedagogy, or th
nal school; civil engineering; mechanical engineering; anatom
physiology; geology, zoology, and physics.

he college offers six degree courses of four years each, leadin
ectively to the degrees of bachelor of science, bachelor of art
helor of agriculture, bachelor of civil engineering, bachelor
hanical engineering, and bachelor of pedagogy. The degree
ter is also conferred in the first five of these departments, upon a
itional year's regular study and the presentation of an acceptab
is in the principal department of study. In certain departmen
cial courses, not leading to a degree, are arranged to suit the need
particular class of students. In agriculture a short course ha
n lately inaugurated for scientific instruction in the most practic
of agriculture, which may be attended by farmers during the
ure season. In pedagogy, besides the regular degree course, there a
cial State-diploma, State-certificate, and county-certificate course
gned to meet the needs of certain classes of teachers, especiall
he State public schools. In the course in mechanical engineerin
oice of one of three lines of work—mechanical engineering prope
nical engineering, or electrical engineering—is allowed in the la
years of the course.

he academy courses are preparatory to those of the college and a
years in length. There are two of them—the scientific, agric
l, and engineering course and the classical and normal cours
college has recently arranged for a more general preparation of it
dents throughout the State by the recognition of a number of priva
public high schools as accredited schools, whose courses are coord
d with those of the college, and whose students are received upo
ificate into certain classes of the institution.

he matriculation of the college has in a general way kept pace wit
ansion in other ways. Within five years after the occupancy of th
building its students had risen in number to 309, and for the pa
years they have averaged 390, of whom an average of about 90 hav
in the normal school and about 100 in the academy. There we
1897-98 432 students in all departments. The general financia
ression has not, as in many other institutions, decreased the attend
, which has kept up well, and in the numbers in the college classe
ecially has shown a marked enlargement, the average in these fo
past two years being about 100 more than in the three year
vious.

The accommodations for students were materially increased about 1890 by the addition of a new dormitory with rooms for 50 students. The legislative act of May 6, 1893, in addition to changing the plan of managing the institution, as already noted, made the appointments of beneficiary pupils in the normal school four from each county of the State, instead of each legislative district, as before, and besides furnishing free tuition to all beneficiary students, grants them free traveling expenses to and from Lexington to their homes after they have honorably sustained themselves for one year as matriculates. In order to bring the benefits of the college within the reach of as many as possible, the tuition fees for other students are made very moderate and a number of poor students are given work on the college farm for several hours each day, for which they are paid from 6 to 10 cents an hour.

The college has had an average of about 19 graduates each year for the past five years, and its total alumni in all of its regular courses to 1898, inclusive, are 190. Several of these are members of its present faculty and others occupy important positions in teaching and other professions. Among them may be mentioned particularly T. V. Munson, of Texas, who is considered the highest authority in the United States on the subject of vine culture. In recognition of his services in introducing the American stocks upon which to graft the French vines, he received from the Government of France the decoration of the Legion of Honor.

The faculty of the institution, including the nine instructors in the various departments, is at present composed of twenty-four members, nearly four times as many as at the time of the reorganization in 1878. The regular professors, with their chairs, are as follows: James Kennedy Patterson, Ph. D., LL. D., F. S. A., president, professor of history, political economy, and metaphysics; John Shackleford, A. M., vice-president, professor of English and logic; James Garrard White, A. M., professor of mathematics and astronomy; John Henry Neville, A. M., professor of Greek and Latin; Walter Kennedy Patterson, A. M., principal of the academy; Joseph Hoeing Kastle, Ph. D., professor of chemistry; Rurie Neville Roark, Ph. D., principal of the normal school; Joseph William Pryor, M. D., professor of anatomy and physiology; Frederic Paul Anderson, M. E., professor of mechanical engineering; James Poyntz Nelson, C. E., M. E., professor of civil engineering; Clarence Wentworth Mathews, B. S., professor of botany, horticulture, and agriculture; Arthur McQuiston Miller, A. M., professor of geology and zoology; Merry Lewis Pence, M. S., professor of physics; Samuel Miller Swigert, captain Second Cavalry, U. S. A., commandant and professor of military science; Paul Wernicke, professor of modern languages.

Two venerable and able members of the faculty died in 1894, Dr. Robert Peter and Prof. F. M. Helveti. Dr. Peter, of whom mention has been made elsewhere, had had a distinguished career and was

l for his high character and eminent worth. He had entered the ty of the college in 1878 and had retired from the active duties of rofessorship in 1887, on account of the infirmities of age. Profe- Helveti had been professor of modern languages in the institution 1869 until the time of his death. He was universally respected was an accomplished and faithful teacher.

e career of steady and uniform prosperity which the State College entucky has experienced since 1878 has been due in large measure e able and energetic management of President Patterson, who has at its head almost from its incipiency. In his hands it is proba- as much of the work of the institution is already on a university , that it will become before long a university in name as well as in

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orts of the State Superintendent of Public Instruction.
s of the State legislature.

CENTRE COLLEGE, DANVILLE.

ntre College has had a continuous history under its present title 1819, and is therefore the oldest college in Kentucky with a con- ous name and corporate existence. It dates back in conception to the beginnings of Transylvania Seminary, with which institu- its continuity appears, in a sense, in the fact that Governor Isaac y, the president of its first board of trustees, was also a member e Transylvania Seminary board of 1783. It may, however, be d upon as the more direct successor of Kentucky Academy, for s founded by the same religious denomination, and the reasons s establishment—dissatisfaction with the religious status of Tran- nia University and the plan of its management—were practically ical with those that operated in separating Kentucky Academy Transylvania Seminary. That this succession was felt explicitly s founders is shown by the effort made by them to secure the n of the Kentucky Academy endowment from Transylvania Uni ty.

e Presbyterian members of the Transylvania University board of ees had already become acquainted with Dr. Holley's religious

CENTRE COLLEGE—MAIN BUILDING.

opinions even prior to his final election as president of the university in November, 1817, at which time a number of them had resigned, while others retired soon afterwards or were removed from the board by the reorganization of February, 1818. These and other members of the denomination, fearful of what they considered the irreligious influences then surrounding the university, especially those emanating from Dr. Holley's ideas, resolved to have an institution of their own whose religious atmosphere would be what they desired, and where the young men of the church who were preparing for the work of the ministry might be educated free from contaminating influences.

Accordingly, in October, 1818, under the leadership largely, it seems, of Rev. Samuel K. Nelson, who may be called, before any other one man, the founder of the college, steps were taken by the synod of Kentucky looking toward the organization of the new institution. The legislature of the State was soon petitioned for a charter for the enterprise, but, although this was granted, it was refused—Davidson thinks mainly because of the influence of Transylvania University, which did not want competition—to the church upon the terms they desired. This charter, which bears the date of January 21, 1819,[1] located the institution under its present name "in or near the town of Danville," granted to it the funds of Danville Academy, and placed it under the control of a self-perpetuating board of nineteen trustees, largely composed of prominent public men of that portion of the State, with ex-Governor Shelby as their chairman. Instead of placing it under the management of their synod, as the Presbyterians wished, the legislature, on the ground, it seems, that such action would be, in effect, uniting church and state, made it in organization a State institution, and, instead of the charter making provision for religious or theological instruction, section 4 explicitly declares that "no religious doctrines peculiar to any one sect of Christians shall be inculcated by any professor in said college."

A committee of canvassers had been appointed by the synod at the time that body petitioned for the charter, and a considerable endowment had been raised for the new college, but the Presbyterians refused to endow it under the conditions imposed, these funds, for the present, being held subject to the orders of the synod, and so the institution went into operation under a board of trustees which was not exclusively Presbyterian and many of whose members were only interested in the matter as a general educational enterprise. Presbyterian influence

[1] Acts of 1818–19, pp. 618–621. The trustees named in the act were Isaac Shelby, John Boyle, William Owsley, Thomas Montgomery, Samuel M'Kee, William Craig, Thomas Cleland, Barnabas McHenry, Samuel K. Nelson, Nathan H. Hall, Joshua Fry, James Birney, Joshua Barbee, James Barbour, Daniel G. Cowan, John Bowman, Ephraim McDowell, Jeremiah Briscoe, and Jeremiah Fisher. In locating the institution in Danville the act was again following in the steps of Transylvania Seminary, but there has never been any occasion to remove the college for lack of local support, as was the case with the seminary.

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sketch [illegible] Dr. Chamberlain is to be found in Sprague's Annals, Vol. IV, pp. [illegible]
and also [illegible] catalogue of Centre College for 188[illegible], p. 5. In the la
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at Stat[illegible] and at Princeton Seminary, New Jersey, in 1817. He was t
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lic spirit." Various dates are given in different accounts as the beginning
of his administration at Centre, but those given in the text seem best verifie

President Chamberlain resigned on September 26, 1826, to become the president of Jackson College, Louisiana. He was later instrumental in founding Oakland College, Mississippi. While at Centre he did much toward giving that institution an impetus toward its future career. He and Rev. Thomas Cleland were largely instrumental in obtaining the new charter of 1824, of which mention will now be made.

In October, 1823, the synod of Kentucky, which was thoroughly aroused, as Davidson[1] tells us, by the theological views expressed by Dr. Holley, in the previous April, upon the occasion of the funeral of Col. James Morrison, the benefactor of Transylvania University, determined to establish without delay such an institution as they desired, where what they considered proper Biblical instruction could be given. They appointed nine trustees, who were empowered to confer, at the end of the month, with the trustees of Centre College, with a view to its reorganization on a new basis, with or without a charter. The desired arrangement was harmoniously made and a charter applied for, which was finally obtained, the bill being carried through the lower house of the legislature, as related by Davidson,[2] against the violent opposition of Transylvania University and other denominational institutions of the State, mainly by the telling, by Col. James Davidson, one of the friends of the enterprise, of a humorous anecdote which disarmed the opposition.

This amended charter was granted on January 27, 1824,[3] and gives as the reason for its enactment that the funds of the college were low and it needed the endowment which the synod proposed to give to it. That body was to endow the institution with $20,000, the agreement going into effect as soon as $5,000 should be paid in. The number of trustees then in office was to be retained until, by death, resignation, or otherwise, their number should be reduced to eleven.[4] The former character of the institution, as to some extent a State enterprise, was removed by the requirement that the money previously received from the Harrodsburg branch of the Bank of the Commonwealth should be paid over to the State Institution for the Education of the Deaf and Dumb, recently located in Danville. The funds bestowed upon the institution were also to be restored to the synod if its charter was altered or repealed without the consent of that body. The powers and privileges of the college by its amended charter were very wide in their character and scope, so much so that no extra provisions needed to be added for the operation of a university. A medical department was

[1] Presbyterian Church in Kentucky, p. 303.

[2] Presbyterian Church in Kentucky, pp. 313, 314.

[3] Acts of 1824-25, pp. 63-64.

[4] The number of trustees is, however, still retained as nineteen, one-third of whom (seven in one year, of course) are elected each year by the synod of Kentucky. It is usually stated that when the synod had paid in $5,000 it should have the power to elect three trustees each year until all the original ones were replaced; but the act of 1824 contains no such provision, at least in the collection examined.

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[1] The [illegible] of this address is [illegible] by Professor [illegible] Smith's [illegible] of Ky [illegible] 701

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[illegible] text of this address is given by Professor Chenault in Smith's History [illegible] 704.

[illegible] act of the [illegible] which established the first public-school fund of Ken-

[illegible] Dr. Chamberlain is to be found in Sprague's Annals, Vol. IV, pp. 391- [illegible] also [illegible] catalogue of Centre College for 1880, p. 5. In the latter [illegible] he was born in Pennsylvania in 1791, graduated at Dickinson College [illegible] in 1814, and at Princeton Seminary, New Jersey, in 1817. He was then [illegible] in the ministry until he became the president of Centre. [illegible] as a man of marked ability, of strong intellectual power, of great [illegible] Various dates are given in different accounts as the beginning and [illegible] administration at Centre, but those given in the text seem best verified.

President Chamberlain resigned on September 26, 1826, to become the president of Jackson College, Louisiana. He was later instrumental in founding Oakland College, Mississippi. While at Centre he did much toward giving that institution an impetus toward its future career. He and Rev. Thomas Cleland were largely instrumental in obtaining the new charter of 1824, of which mention will now be made.

In October, 1823, the synod of Kentucky, which was thoroughly aroused, as Davidson[1] tells us, by the theological views expressed by Dr. Holley, in the previous April, upon the occasion of the funeral of Col. James Morrison, the benefactor of Transylvania University, determined to establish without delay such an institution as they desired, where what they considered proper Biblical instruction could be given. They appointed nine trustees, who were empowered to confer, at the end of the month, with the trustees of Centre College, with a view to its reorganization on a new basis, with or without a charter. The desired arrangement was harmoniously made and a charter applied for, which was finally obtained, the bill being carried through the lower house of the legislature, as related by Davidson,[2] against the violent opposition of Transylvania University and other denominational institutions of the State, mainly by the telling, by Col. James Davidson, one of the friends of the enterprise, of a humorous anecdote which disarmed the opposition.

This amended charter was granted on January 27, 1824,[3] and gives as the reason for its enactment that the funds of the college were low and it needed the endowment which the synod proposed to give to it. That body was to endow the institution with $20,000, the agreement going into effect as soon as $5,000 should be paid in. The number of trustees then in office was to be retained until, by death, resignation, or otherwise, their number should be reduced to eleven.[4] The former character of the institution, as to some extent a State enterprise, was removed by the requirement that the money previously received from the Harrodsburg branch of the Bank of the Commonwealth should be paid over to the State Institution for the Education of the Deaf and Dumb, recently located in Danville. The funds bestowed upon the institution were also to be restored to the synod if its charter was altered or repealed without the consent of that body. The powers and privileges of the college by its amended charter were very wide in their character and scope, so much so that no extra provisions needed to be added for the operation of a university. A medical department was

[1] Presbyterian Church in Kentucky, p. 303.

[2] Presbyterian Church in Kentucky, pp. 313, 314.

[3] Acts of 1824-25, pp. 63-64.

[4] The number of trustees is, however, still retained as nineteen, one-third of whom (seven in one year, of course) are elected each year by the synod of Kentucky. It is usually stated that when the synod had paid in $5,000 it should have the power to elect three trustees each year until all the original ones were replaced; but the act of 1824 contains no such provision, at least in the collection examined.

ated under it in Louisville for a while after 1833, and the present school of the institution also finds the warrant for its existence in same instrument.

x solicitors were appointed at the same time the trustees were, in , to further increase the endowment funds already in the hands of synod. These do not seem to have been able, for some reason, to this work very rapidly or successfully, as the whole of the needed 000 was not secured and paid over until 1830, at which date Centre be said to have become strictly a denominational college, the Presbyterians finally having an institution they could really call their own a struggle of fifty years, counting from the date of the first incorporation of Transylvania Seminary in the establishment of which they taken so prominent a part.

bout the time of the granting of the amended charter an unsuccessful npt was made, through a memorial to the legislature, to secure the n of the funds brought to Transylvania University by Kentucky lemy at the time of their consolidation and largely contributed by byterians in Kentucky and the Eastern States, the amount of y, books, and other apparatus at the time of the union being esti- d at $7,662,[1] besides which there were 6,000 acres of land. The 000 raised to secure the control of Centre for the church was all ributed by the denomination in Kentucky, except about $1,000, h came from New England. A large share of the whole amount contributed by Danville and its vicinity.

ter Dr. Chamberlain resigned in 1826, Rev. David C. Proctor, D. D., acting president of the college until Rev. Gideon Blackburn, D. D., elected the next president in 1827.[2]

at Dr. Blackburn was a man of enterprise and perseverance is trated by his successful effort in paying his own expenses through inson College, Pennsylvania. He was a man of the people and usiastic in whatever he undertook. He was also noted for his tar eloquence, and has been called "one of the most eloquent es of the West." He seems to have been more of an orator than ound scholar or strong administrator, but was popular with his nts, as was shown by several of them leaving the institution in , when he resigned its presidency under circumstances which caused riends to think he had been unjustly treated by the trustees.

is probably partially accounts for the fact that there were, at the of that year, in the college only 33 students, including those in the

[illegible] church in Kentucky, p. 314.

[illegible] catalogue sketch as 1828, but all other authorities [illegible] A short sketch of Dr. Blackburn is to be found in Sprague's [illegible] the general catalogue of Centre College for 1880, p. 6. [illegible] 1772, and was licensed to preach in 1792. He had [illegible] of the pastorate before becoming president of Centre. [illegible] was instrumental in founding a theological seminary at [illegible] in 1828.

[illegible] Kentucky, p. 147.

preparatory department. It was during Dr. Blackburn's administration, in 1828, that a projected theological department modeled on the plan of the seminary at Princeton, N. J., with three professors and a proposed endowment of $20,000, was attached to the college by the synod of Kentucky. A fund of $2,000 was actually raised and the department opened with one professor, Rev. James K. Burch, on October 14, 1828, but trouble in securing the remainder of the endowment caused it to be abandoned in 1831. The funds already raised subsequently went to Danville Theological Seminary.

In connection more particularly with this department, another experiment was also made by the college in the purchase, about 1830, of an industrial farm, intended primarily to assist candidates for the ministry not financially able to educate themselves by furnishing them the opportunity of remunerative labor for two hours a day. The benefits of the enterprise were opened to all the students in 1833, but it appears not to have been a financial success, like other experiments of the same kind made about the same time by other institutions in the State, and so was soon abandoned.

For many years during the early history of Centre its faculty was composed of only two professors and a grammar-school teacher. The number of students during this period varied from 50 to 110 annually, a very large proportion of whom only took a partial or irregular course. Up to the end of Dr. Blackburn's administration there had been 25 graduates.

Dr. Blackburn's successor in the presidency was Rev. John C. Young, D. D., who assumed the duties of the position on October 26, 1830, and continued to discharge them with great acceptability and success until his death on June 23, 1857, doing during this time more than any other one man before or since to establish the prestige of Centre among Kentucky colleges.

Dr. Young, after attending Columbia College, New York, for a time, had graduated in 1823, when just about 20 years of age, at Dickinson College, Pennsylvania, then under the presidency of the celebrated Dr. John M. Mason. He was then for two years a tutor in Princeton College, New Jersey, and later studied theology in Princeton Seminary for four years. He came to Kentucky in 1828 as the pastor of the McChord Presbyterian Church in Lexington, and it was from this popular pastorate that he was called to the presidency of Centre College. He was eminently fitted for this position, being young, energetic, capable, and prudent, while he was also a forcible and effective speaker and a born teacher.

The affairs of the college, however, seemed in a bad way at his accession. A number of its students had left dissatisfied with the treatment of Dr. Blackburn, and the institution was also without funds. About $36,000 had been raised for the institution up to this time, but this had all been expended in buildings, books, and other

ratus, or for the support of the faculty and other purposes, and
airs looked rather discouraging, but the circumstances were not
hindrances to a man like Dr. Young. The time was, moreover,
what propitious, as Transylvania University had materially lost
restige, and the confidence of the public in her had been greatly
ered, so that this, the principal source of competition at the time,
no longer to be greatly feared.

. Young's many excellent qualities soon made him a favorite with
le, church, and students, and so the attendance was soon largely
ased and new members were added to the faculty. This body had
composed in 1830, besides Dr. Young, of James Buchanan, pro-
r of mathematics; Alvin G. Smith, professor of chemistry, and
iam R. Thompson, professor of the Latin and Greek languages.
33[1] the faculty was constituted as follows: Rev. John C. Young,
., president and professor of logic and moral philosophy; James
uchanan, A. M., professor of mathematics; Rev. William L. Breck-
ge, A. M., professor of ancient languages; Lewis W. Green,
., professor of belles-lettres and political economy; Luke Munsell,
D., professor of chemistry, mineralogy, and natural philosophy;
Joseph Huber, professor of modern languages; William Y. Allen
Henry G. Cumings, grammar-school tutors. Tuition was at that
[2] $30 per annum and the estimated yearly expenses of a student
$80 to $100, the usual price of board being $1.50 a week.

ntributions to the endowment also soon began to come in, Dr.
ng's own congregation in Danville leading in this movement. In
about $12,000 was received for this purpose from New York, but
otal endowment of the institution in 1839 was only about $16,000,[3]
for the first nine years of Dr. Young's administration the college
mainly supported by tuition fees. During this time, however, the
tution was establishing for itself a reputation for sound learning,
the intellectual and oratorical gifts of its president and professors
placing them and it in the front ranks of the intellectual advance-
of the day. Not only had the number of students increased, but
atio of those who were taking a regular course was becoming much
er, and classes respectable in size and attainments were soon being
uated, there being 5 graduates in 1832, 9 in 1833, 11 in 1837, 15 in
and 12 in 1839.

was during this period, on December 1, 1833, that a medical col-
called the Medical Institute, was opened in Louisville under the
er of the college. There seems, however, to have been very little
connection between the two institutions, and whatever there was
soon dissolved, the Medical Institute, which never seems to have
nted to much, being absorbed in 1837 by a new institution, under

[1] American Almanac and Repository of Useful Knowledge for 1834.
[2] The college had then a two story brick building and also a refectory and dormi-
[3] Library of 1,000 volumes, and a good chemical and philosophical apparatus.
Harbour's Alumni Address, p. 13.

the same name, which subsequently developed into the Medical Department of the University of Louisville.

It was also about the close of this same period that the increasing reputation of Centre led the trustees of Transylvania University to offer the presidency of that institution to Dr. Young, in the hope that some of the tide of popular favor might be turned in their direction.

The schism in the Presbyterian Church in 1838 between the old and new schools injured Centre considerably, as did also, to some extent, the agitation, about this time, in the State in favor of the emancipation of its slaves, with which movement the college, especially through Dr. Young, who was a prominent advocate of the movement, had become to some extent identified. In regard to both these questions, however, its faculty took the position they deemed to be right without regard to the consequences.

The period between 1840 and 1853 is one of especial growth in the history of the college. Notwithstanding strenuous efforts in its behalf, the institution had often been crippled in its work for lack of funds prior to 1840, but in that year its own imperative needs and the recent munificent donations bestowed upon Transylvania University by Lexington and the Transylvania Institute spurred up the Synod of Kentucky to take more active measures in raising an endowment for the college, which it was intended to make not less than $100,000. This movement soon made favorable progress, but meanwhile the expansion in matriculation more than kept pace with it until, in 1846, the expenses of the institution were again greater than its income, while, at the same time, an additional new professorship was urgently needed. To meet this situation, a special effort was made, which was soon almost completely successful in raising the desired amount.

Collins tells us in his Sketches[1] that the income of the college in 1846 was $3,000 a year, and that its library then had about 5,000 volumes, many of them rare and valuable. Its course of instruction, he says, then differed but little from that of the older colleges of the country, being equal to them in classics and mathematics, and while somewhat inferior in natural science, owing to the lack of equal facilities, stronger in the mental and moral sciences. At this time an increased endowment was especially desired in order to enlarge the sphere of work in natural science. We find that in 1849 the income of the college had increased to $4,000 a year, and that its course is soon announced in its catalogue as the equal of any in the land.

The importance of the institution, which had been constantly increasing for a number of years, was still further added to, in 1853, by the establishment of Danville Theological Seminary, which, being under the auspices of the whole church and being operated in close harmony with the college, necessarily enlarged the prestige of the latter materially. .

[1] Sketches of Kentucky, p. 206.

roughout this period and the remainder of Dr. Young's admini-
on the number of students and the size of the graduating classes
nued to grow. In 1851 there were 201 students, who were from
n States and Territories of the Union and one other country, and
55 seventeen States and one foreign country were represented by
tudents. In the last scholastic year of his administration there
225 students and 47 graduates, the average number of graduates
everal years past having been about 30.[1] The whole number of
uates in 1857 was about 500, located mainly in the South and
, where they were to be found in every State and Territory.

. Young died in the prime of life, greatly beloved and lamented,
his loss was considered a great blow to the college for which he
lone so much. Besides this, his great life work, and his labors in
lf of emancipation, he had done much, in conjunction with Rev.
Peers and others, in behalf of the cause of public school education
entucky. The other regular members of the faculty at the time of
eath were: Ormond Beatty, A. M., professor of physics and chem-
; Rev. Alfred Ryors, D. D., professor of mathematics; Rev. James
hews, A. M., professor of English literature and of the Latin lan-
e, and Rev. Jacob Cooper, Ph. D., professor of the Greek language
iterature.

. Young's successor in the presidency was Rev. L. W. Green, D. D.,
outlines of whose previous career have been given in connection
the history of Transylvania University, of which he was president
e time of his election to the presidency of Centre, on August 6,
As already noted, he was an alumnus of the institution, having
a member of its first graduating class, that of 1824, and had taught
s alma mater for a time in his earlier educational career. Dr.
n entered upon the duties of his new office on January 1, 1858,
like his predecessor, also died in office, on May 20, 1863. Dr. Green
a worthy successor of Dr. Young, and the prosperity of the college
nued until interrupted by the advent of the civil war. There were
tudents in attendance in 1859-60, and in 1861 the endowment of the
ge was reported as $109,398.

1858 an agent was appointed by the synod to secure funds for a new
ing and additional equipment. By 1861 $50,000 had been raised
his purpose, but the uncertainty of affairs, due to the coming on of
ar, led to the erection of the building being postponed. At the same
$5,000 was given for a library building by Mr. David A. Sayre,
ington, the founder of Sayre Institute. This building was com
d and occupied in 1862, being named Sayre Hall, in honor of the
ipal donor.

ring this administration more emphasis than formerly was put
the scientific departments, and the foundations were laid of what
more developed into a regular bachelor of science course. For a
derable time, students devoting their main attention to these

[1] There were 50 graduates in 1853, 31 in 1854, 24 in 1855, and 27 in 1856.

departments were special scientific students, who did not receive a regular degree.

The operations of the college were only interrupted for a few days occasionally by the civil war, and its funds during that period were not materially decreased, although its matriculation, of course, was. In 1862–63 there were only 105 students altogether. Upon Dr. Green's death, in May, 1863. Rev. William L. Breckinridge, D. D., was elected to the vacant presidency. He had already been for a while professor of ancient languages at Centre, and had for the past four years been the president of Oakland College, Mississippi. He entered upon the duties of his position at Danville on October 18, 1863, and served until his resignation on October 16, 1868.

Dr. Breckinridge stood high in the councils of his church, and while perhaps more noted as a preacher and pastor than as an educator, was a wise and capable executive head for the college. His administration fell during the difficult times of the latter part of the war, and the even more troublous period, to one in his position, of the reconstruction era. His difficulties were especially complicated by the contention between the two synods of Kentucky, after the disruption of the original synod in 1866, as to which should have the right to control the college by electing its board of trustees. This contest occurred mainly during the next administration, but was begun in 1867. It, of course, led to a continuation of the small matriculation brought about by the war. The average attendance during this period was only from one-third to one-half what it had been prior to the war.

When Dr. Breckinridge resigned in October, 1868, Ormond Beatty, LL. D., became president pro tem., acting in this capacity until September 1, 1870, when he was elected president, a position held by him until September, 1888. Dr. Beatty was an alumnus of the college in the class of 1835, and had been teaching in it all his life, having been appointed its professor of natural science just prior to his graduation, when he was only twenty years old. He had accepted the position on the condition that he might spend a year at Yale College in additional preparation before assuming its duties. He held that chair until 1847, when he was transferred to the chair of mathematics, but in 1852 he again resumed his old chair. At his election as president in 1870, he took charge of the department of metaphysics. He had been prominently connected with the work of his church in various capacities and was a man of ability and of great equableness of temper, besides being a speaker of force and clearness. Under his administration several progressive steps in the history of the college occurred.

In the first place a fine new building was erected, mainly from the funds collected for this purpose before the war. It was completed and dedicated on June 26, 1872. At the same time Dr. Beatty was formally inaugurated as president.[1] It was quite a handsome structure, costing

[1] The requisite majority of trustees had not been present when Dr. Beatty was first elected in 1870, and so his election was confirmed at this time and his formal inauguration took place.

t $60,000, and was considered the finest of its kind in the State e time.

addition to the new building, new books and apparatus were also d to the equipment of the institution. The Scott museum of nat- history was begun at this time. The faculty was also increased in bers and the scope and sphere of its work generally enlarged. Its ar professors in 1872, with their departments of instruction, were llows: Ormond Beatty, A. M., LL. D., president and professor of physics and political science; Rev. John L. McKee, D. D., vice dent and professor of moral philosophy; Rev. James C. Randolph, L., professor of mathematics; Jason W. Chenault, A. M., Ph. D., ssor of the Latin language and rhetoric; Salvator De Soto, A. M., ssor of Greek and modern languages; John C. Falea, A. M., pro- r of physical and natural science.

ce the occupation of the new building the old one has been con- d into a dormitory for students, especially intended for those who to live in an inexpensive way.

e difficulty about the future control of the college was also perma- y settled. After various unsuccessful efforts had been made to the schism, unite the parts in support of the institution, or divide nds, the legislature and the courts—circuit, appellate, and United s district—were invoked, all of which tribunals gave the college to riginal synod, commonly called that of the Northern Presbyterian ch in contradistinction to the newer body, the Southern Presby- n Church, as being the party in control and as having steadfastly red to the original General Assembly. The final decision in the er was reached in 1873.

e institution had then begun to regain some of its former vigor, nad hardly started on its new career of prosperity before it was aken by what was apparently a new adversity, in the form of oblbery of about $60,000 of its bonds, on March 10, 1873, from the s of the Falls City Tobacco Bank of Louisville, Ky. This amount nearly two thirds of its productive endowment at the time and it ed that the college would either have to suspend entirely for a or greatly curtail its work for the future. Its friends, however, d to its aid, and in the end it was really strengthened by the catas- re. When Dr. McKee, its vice president, announced its condition[1] s congregation, at Danville, $6,000 was raised in its behalf in a short while, and $6,000 more was subscribed in the vicinity in the few days. Largely through the efforts of Dr. McKee subscriptions promised legacies, amounting to more than $100,000, were soon ed, and [illegible] but about $20,000 of the stolen bonds were ultimately ered. The institution was really placed in a much better financial tion than before—its endowment by 1885 having been nearly

[1] March [illegible] 1873, [illegible] it was thought the college would have to suspend in [illegible] was [illegible] raised towards its endowment (Collins's History of Ken- , Vol. I, p. 246).

doubled—and continued to enlarge its work rather than curtail it, as had been feared would be necessary.

It was during this period that a regular course leading to the degree of bachelor of science was instituted, while an elective course quite similar to that formerly taken by scientific students was also added to the former curriculum.

The funds given at this time, as at other periods, were mainly given in hundreds of small donations, but among the most prominent contributors were Samuel Laird, who gave about $12,000; Caldwell Campbell, L. L. Warren, and B. F. Avery, who gave over $10,000 each; while Dr. John Scott contributed $10,000, A. M. January, $5,000 or over, Mrs. M. A. Wilson, $5,000 or more, and many others $1,000 each.

Dr. Beatty, owing to advancing years and failing health, first tendered his resignation as president of the college to its board of trustees on June 15, 1886. He again tendered it on November 30, 1886, at which time it was accepted, to take effect upon the qualification of his successor. The selection of his successor did not take place, however, until June 19, 1888, when, after various unsuccessful efforts to secure a president, Rev. William C. Young, D. D., the son of the distinguished former president, Dr. John C. Young, was unanimously elected to the position. Dr. Beatty retained his professorship until his death, on June 24, 1890, after a long career of faithful and able services to his alma mater and the interests of education in general.

Dr. W. C. Young promptly accepted the presidency upon his election and entered upon the duties of his office at the opening of the next scholastic year, on September 5, 1888. He had graduated from Centre in the class of 1859, when about seventeen years old; had taught, traveled, and studied for the next three years, and had then entered Danville Theological Seminary, from which he graduated in 1865. He then engaged principally in the successful work of various pastorates of his church until, upon the general desire of the Synod of Kentucky and, in some sense, of the whole Presbyterian Church, he accepted the presidency of Centre College. He was a man of an agreeable personality, was a fine scholar, an able minister, and made an admirable college president.

His administration was one of general enlargement in almost all directions, Dr. Young's efforts in this direction being seconded by old and new friends of the institution. Funds for this purpose soon began to be contributed, a considerable part of the contributions coming from the East, and by 1891 the endowment had been increased by $100,000. In that year three new professorships were added to the faculty, and a splendid new gymnasium was added to the equipment of the college, largely through the liberality of Judge A. P. Humphrey and Hon. St. John Boyle, of Louisville, alumni of the institution. The library of Dr. Beatty, and also a large portion of that of Rev. S. D. Burchard, of New York City, another alumnus, were also added, by bequest, to

ollege library, thus increased to 6,000 volumes, while an effort on part of other alumni to endow a chair of English named in honor r. John C. Young was partly successful. In 1894 a beautiful new ry building, with space in its alcoves for more than 20,000 volumes, an attractive and commodious reading room attached, was erected. ill bears the name of Sayre Hall, in honor of the donor of the nal building.

October of 1894 a new law school, with three professors, was ched to the college. J. Proctor Knott, LL. D., a man prominent in Kentucky and national public affairs, and who had been con- ed with the faculty for the past three years as professor of civics economics, was made dean of the new department, in the instruc- of which he is assisted by Robert P. Jacobs, LL. D., and John W. ces, A. M., LL. B. Their respective chairs are: Institutes of law, titutional law, pleading and evidence, domestic relations and con- s; equity, jurisprudence, mercantile law, real and personal prop- and wills; and corporations, criminal law and procedure, insurance, cy, and torts. These titles indicate the scope of the curriculum, h leads to the degree of bachelor of law. The course of instruc- covers two years and is designed to fit students for the practice of profession in any part of the country. Matriculates of the school attend lectures and recitations in other departments of the college out additional expense.

e attendance upon this department since its organization has been gratifying and seems to be such as to guarantee its permanency he future. More recently a new chair of physics and chemistry been established, which shares with the chair of geology and gy the work of the previous chair of natural science. The scien- apparatus of the college has also been improved in such a way as nish it with well equipped laboratories and an excellent museum ork and illustration. By 1896 the invested funds of the institu- had become about $265,000, about $125,000 having been added in previous eight years. Its annual income from all sources was then t $23,000, whereas in 1887 it had been about $9,000.

e matriculation of the college had meanwhile increased in a man- corresponding with the expansion in other directions. At the ning of Dr. Young's administration the annual attendance had about 175 each year, of whom about 100 had been in the collegiate rtment. In 1895-96, the last full year of his presidency, there 208 students in the collegiate classes, while there were 20 law ents and about 75 others in the academy. The graduating classes t 1888 averaged 15. In 1895-96 the class numbered 40. During period students had at one time been in attendance from sixteen e States and Territories and one foreign country.

n September 16, 1896, President Young died suddenly while in the e discharge of his duties, being cut off, like his honored father, in

the prime of life and in the midst of a career of usefulness. His administration had been a pronounced success, as during it the number of students had been largely increased, a law department auspiciously organized, and the income of the institution more than doubled, while about $20,000 had been spent for new buildings and the scientific apparatus of the institution had also been much enlarged.

For about two years after Dr. Young's death, while negotiations for securing a new president were being conducted, Prof. J. C. Fales, as the senior member of the faculty, or dean, was the acting president of the college, Dr. McKee, who had served the institution so long and well, especially in the matter of securing its endowment during Dr. Beatty's administration, declining the new responsibility and retiring from the faculty at the end of the first of these years. At that time Rev. W. H. Johnson, M. A., became professor of logic and psychology. A lecturer on criminal law and an instructor in elocution were also added to the corps of instruction.

The institution also continued to advance in other ways. Its library especially was increased by the gift of 1,000 volumes from the library of its late president, Dr. Young, by an additional donation from the library of Dr. Burchard, and by a collection of 3,000 volumes of new and modern works presented to the institution by the Memorial Presbyterian Church of Philadelphia, Pa., through its pastor, Rev. S. A. Mutchmore, D. D., an alumnus of the college, which is to form the nucleus of a collection to be called "The S. A. Mutchmore Library." These additions, together with the purchase of standard works from time to time, have augmented the present college library to about 12,000 volumes, besides which the two literary societies connected with the institution have combined libraries of about 3,500 volumes. Among other improvements contemplated by the college are a new academy building, a new scientific building, and an alumni commencement hall, and the probabilities are that these will soon be secured.

Centre College is one of the few larger and more important institutions in the State which has not adopted coeducation, now a pretty generally accepted policy throughout educational circles in Kentucky. The institution considers that, at least for the present, it has a sufficiently large field for it to carry out its work in the old historic way. This position appears to be abundantly maintained by its large matriculation from year to year, which, although it has not been quite so large as formerly for the past two years, has sustained itself well in comparison with other educational institutions generally in the State and throughout the country.

In June, 1898, a new president for the institution was secured in the person of Rev. William C. Roberts, D. D., LL. D., S. T. D., who was born in Wales in 1832, graduated at Princeton College, New Jersey, in 1855 and at Princeton Seminary in 1858. Since the latter date he has been mainly engaged in the pastorate of various Presbyterian churches.

has served two terms, from 1881 to 1886 and from 1893 to 1898, as
esponding secretary of the board of home missions of his church,
hich he has always held a prominent position. He should be well
l to carry out the traditions of the college over which he has been
d to preside, which has always been noted for its high moral tone
its devotion to sound learning.

institution in Kentucky has a more distinguished body of alumni
Centre College; in fact, few colleges in the country have a greater
ber of graduates distinguished in political life especially, the pro-
on of the law and that of the ministry being those most largely
wed by Centre alumni. Once or twice in the past seventeen years
have been more old students of Centre in both Houses of Congress
of any other college in the country except Yale University. The
wing statement, taken substantially from the catalogue of the col-
for 1897–98, will perhaps best show the number and attainments of
re's graduates:

entire number of its alumni at the present time is over 1,200. Among these
ore than 330 lawyers, about 225 ministers of the gospel, and more than 100
cians, and the remainder are found in various professions and callings. Among
lumni are many, both of the living and the dead, who have greatly distin-
ed themselves in their respective professions, and have attained the highest
ons of honor and trust, especially throughout the South and West, where they
, or where they did reside while they lived.

ntre College has educated 24 college presidents, 44 college professors, 26 repre-
tives in Congress, 5 United States Senators, 7 governors of States, 2 Vice-
lents of the United States, 1 justice of the United States Supreme Court, 30
t judges, State and national; 48 editors, 4 or 5 ministers to foreign countries,
nany others occupying positions of trust and responsibility in other fields.

e course of instruction in the collegiate department of the institu-
is at present divided into thirteen departments, as follows: Bibli-
tudies, moral philosophy and history, evidences of Christianity and
, metaphysics, civics and economics, geology and biology, physics
chemistry, mathematics, Greek, Latin, English, modern languages,
hygiene and physical training. There are two regular courses,
of bachelor of arts and that of bachelor of science,[1] the latter
tituting certain natural sciences for Greek. In the junior and
r years of these courses considerable specialization is allowed
e choice of so many hours' work a week among a group of elective
ses. There is, besides, an elective course of two years, not leading
degree, for students desiring to take special subjects, in which
tically the only requirement is that the student be properly quali-
to pursue with success the subjects taken and that the amount of
done be equal to the work of one of the regular courses.

academy, with a course of two years specially arranged to pre-
students for the college classes, is attached to the institution and

[1] each of these courses, as usual, the master's degree is granted upon the satis-
ry completion of an additional year's work and the presentation of an accept-
thesis.

KENTUCKY WESLEYAN COLLEGE, WINCHESTER.

has been from the beginning. It is under the control of the college and its students are enumerated as a part of the college matriculation, but it has really been operated as a separate institution for over fifty years.

The following are the regular professors of the college faculty, besides whom there are connected with the institution a lecturer, three instructors, and a principal and assistant of the academy: Rev. William C. Roberts, D. D., LL. D., S. T. D., president, professor of moral philosophy and history; John Cilley Fales, A. M., F. G. S. A., professor of geology and biology, and librarian; Alfred Brierley Nelson, A. M., M. D., professor of mathematics; John W. Redd, A. M., professor of Greek language and literature, secretary of faculty; Samuel Robertson Cheek, A. M., professor of Latin language and literature; James Proctor Knott, LL. D., professor of law, civics, and economics; Robert Powell Jacobs, LL. D., professor of law; John Watson Yerkes, A. M., LL. B., professor of law; Richard Oakley Stilwell, M. E., professor of physics and chemistry; Frederick Houk Law, M. A., professor of English language and literature; Rev. William Hallock Johnson, M. A., professor of logic and psychology.

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## KENTUCKY WESLEYAN COLLEGE, WINCHESTER.

Although Kentucky Wesleyan College has been in operation as a college only since 1866, yet, in conception and as a representative college of Kentucky Methodism, it dates back even to the planning of Bethel Academy in 1790, as the institution is, in a sense, a continuation of the three older institutions, Bethel Academy, Augusta College, and Transylvania University, while under the control of the Methodist Episcopal Church. As President Pearce expresses it,[1] "The journeying ark of educational purpose of the church fathers in Kentucky found rest for a time," first at Bethel—then truly in a western wilderness—then at Augusta, then at Lexington, then at Millersburg, and finally at Winchester on the one hand, and Nashville, Tenn., on the other, for Van-

[1] Inaugural address, p. 23.

lt University is the adopted institution of Louisville Conference, western portion of old Kentucky Conference of the Methodist opal Church. This continuity of history is typified, both in the of Kentucky Wesleyan, and Vanderbilt, by some of the bricks the walls of old Bethel Academy having been built into the walls e main building of each of these institutions.

regard to the strictly Kentucky branch of this educational move-, we have already traced the history of the sojourn at Lexington, nnection with the history of Transylvania University. A sketch of el and Augusta will be reserved for a later date, and our attention e present will be confined to the principal events connected with areer of Kentucky Wesleyan College at its two locations, Millers- and Winchester.

## AT MILLERSBURG.

e Methodist Episcopal Church was rent asunder not long before inal decline, in 1849, of Augusta College, its originally adopted ational institution in Kentucky, and its abandonment, at the same of Transylvania University, both of which events were doubtless ned by the disruption. Neither branch of the denomination in ucky undertook any other educational enterprise at once. The odist Episcopal Church South, however, which was then, more so now, much the larger of the two branches of the original organi- n in the State, soon began to consider plans to supply its educa- l needs, which developed into the founding of Kentucky Wesleyan ge at Millersburg.

v. Daniel Stevenson, D. D., of whom we shall hear more in con- on with the history of Union College and the State public-school m, in 1856 or earlier caused Kentucky Conference of that church ss a resolution favoring the location of a college in the town n its limits offering the greatest inducements, but Rev. T. P. man is the one most prominent in bringing about the immediate nization of the institution.

September, 1857, while presiding elder of the Covington district, shellman had set to work to establish a male and female conference l somewhere in his district. By seeking for propositions from dif- t towns, he induced Millersburg to undertake the building of a house e proposed school, the idea at the time being to engraft it upon the l already being conducted there by Dr. George S. Savage, which outgrown its building. A number of other people had become ested in the enterprise, principally through Mr. Shellman, and 0 having been subscribed by citizens of the town, in the summer 55 a building committee, which had been appointed for the insti- n and consisted of Dr. A. G. Stitt, Mr. Alex. S. Miller, and Mr. iam Nunn, purchased grounds just outside the northern limits of wn and laid the foundations of a large building for the institute, e school was to be called

When conference met in Millersburg, in September of that year, it caught, as it were, more strongly than ever the spirit of education then in the air there, and its committee on education, of which Dr. Stevenson was a member, proposed to the stockholders of the institute that, if they would enlarge the building and present it to the Conference, that body would endow the institution with $100,000, and make it a male college. This offer was promptly accepted by the stockholders, most of whom doubled their subscriptions in order to aid in carrying it out. The grounds, incomplete foundations, and all the funds of the institute were at once turned over to the representatives of the Conference for the new college, which was intended to be of high grade and was to be under the patronage of the church, the purpose in view in its foundation being "the promotion of literature, science, morality, and religion."[1]

The corner stone of the main building of the intended institution was laid, with impressive ceremonies, during that session of the Conference, Bishop Kavanaugh and others delivering addresses. Under the supervision of the former building committee, which was continued in office, the building was soon again under way, although it was not entirely completed for about two years. It cost when complete $30,000, and could furnish excellent accommodations for from 150 to 200 students.

The session of conference which projected the new institution also appointed an agent to secure subscriptions and donations for its support. By the autumn of 1859, $57,000 in cash and good notes had been secured for this purpose, and, as the success of the enterprise seemed assured, on January 12, 1860, a charter was secured for the college, placing it under the control of a board of education composed of twelve members, half lay and half clerical, one-third of whom were to be chosen each year by the conference. To these were given by the charter all the usual corporate and academic powers and privileges needed to conduct an institution of liberal culture. The first board had as members Rev. W. C. Dandy, Rev. Daniel Stevenson, Rev. J. H. Linn, Rev. J. W. Cunningham, Rev. J. C. Harrion, Rev. Robert Hiner, David Thornton, Moreau Brown, Hiram Shaw, B. P. Tevis, William Nunn, and A. G. Stitt. The name Kentucky Wesleyan University was first adopted for the institution, but Kentucky Wesleyan College has since been substituted.

A high school was opened in the autumn of 1859 in the town hall of Millersburg, as the college building was then not ready for occupancy, under Prof. A. G. Murphey, for a number of years subsequently a member of the faculty of Kentucky Wesleyan and Millersburg Female colleges and the present president of Logan Female College. It was expected to add a collegiate department soon, but as the civil war came on this did not take place until 1866. Professor Murphey taught until April, 1862, when he resigned on account of bad health, and the school was closed temporarily. Professor Murphey during this time

[1] Perrin's History of Bourbon, Scott, Harrison, and Nicholas counties, page 128.

as assistant teachers Benjamin Ashbrook, J. F. Neal, John W. g, and Joseph T. Outen, there being one assistant the first year, the second, and three the third. Seventy-five pupils were in ıdance the first year and 100 the second, over 30 of the latter being a distance. The attendance was fair during the third year, as up ıat time it had not been largely, at least locally, affected by the On December 5, 1860, the school had been moved to its new ling, some of the rooms of which had then been completed.

October, 1863, the school was reopened by Prof. T. J. Dodd, who been elected principal by conference in the previous September. essor Dodd was assisted by his brother, Virginius Dodd, and ined in charge until the middle of the next scholastic year, when signed, the second year being finished out by Rev. Duke Sloans, the appointment of conference. Rev. H. W. Abbett and Rev. Robertson were then joint principals of the school for a year.

September, 1865, most of the first board of education having ned, a new board then appointed, after deciding that the funds on l justified it, determined to open the collegiate department at an date. After considerable canvassing, in the spring and summer 66, Rev. Charles Taylor, A. M., M. D., was selected by them as the president of the college, under whom the institution was regularly ed in the autumn of that year. Since that time Kentucky Wes- College has had a continuous existence.

e college faculty, as announced in its first annual catalogue, was tituted as follows: Rev. Charles Taylor, A. M., M. D., president, also essor of mental and moral philosophy and evidences of revealed reli- ; A. G. Murphey, A. M., professor of logic and English literature adjunct professor of natural sciences; Rev. H. W. Abbett, A. M., essor of the Latin and Greek languages and literatures; Charles H. ss, A. M., professor of mathematics and natural sciences. Theo- al department: Rev. S. L. Robertson, professor of Hebrew and cal literature. President Taylor remained in office until 1870, he resigned. The first year of his administration there were 90 ents in attendance and the last year 144, the latter being the st matriculation the college has had until comparatively recent s. Classical and scientific courses of instruction were instituted the beginning, and in 1868 the first bachelor of science degree conferred. In 1869, 2 A. B.'s were granted, and in 1870 5 A. B.'s 2 B. S.'s.

. Taylor's successor in the presidency of the college was Rev. B. gast. About the beginning of his administration the West Vir- Conference was invited by the Kentucky Conference to become owner of the college and give it their patronage. They contrib- a small amount toward building a dormitory, and for a number of s were given two representatives on the board of education. These , however, recently been replaced by two members selected from

the alumni of the college. The name board of curators has also been substituted for that of board of education.

In June, 1872, President Arbogast, by reason of the pressure of other engagements, resigned, and was succeeded by Prof. John Darby, A. M., Ph. D., who had been professor of natural science in the college for two years already, and a teacher of advanced reputation for nearly forty. Professor Darby resigned the presidency in 1875, and Rev. T. J. Dodd, D. D., was then elected to the position. President Dodd, however, left the institution at the end of a year to accept a professorship in Vanderbilt University, then newly established. Rev. W. H. Anderson, D. D., then became president of Kentucky Wesleyan, which position he retained for three years.

During President Anderson's administration the course of instruction was modified to some extent, the previous scientific course being lengthened somewhat and a course leading to the degree of bachelor of philosophy instituted. The college also received by gift the valuable herbarium and scientific library of Professor Darby. There were at this period 5 teachers and a maximum of about 90 students in the institution, the average attendance being considerably below this number. Since 1870 there had been from two to six graduates each year, and in the nine years 22 A. B.'s, 11 B. S.'s, and 1 Ph. B. had been conferred.

Upon the resignation of President Anderson, in 1879, D. W. Batson, A. M., an alumnus of the college in the class of 1874, and since then its professor of mathematics, was put at the head of the institution. President Batson was quite a young man at the time of his appointment, and had associated with him a faculty also of young men, mainly alumni of the institution. He was, however, thoroughly interested in his work and soon succeeded, with the cooperation of his colleagues, in restoring the institution to something of its early prosperity, its average attendance being almost doubled within the first two years after his election. He was the presiding officer of the college up to 1894, with the exception of the scholastic year 1883–84, when Rev. Alexander Redd, A. M., was president.

During these fifteen years several events of importance took place in the history of the college. In 1884, the valuable library of Bishop Kavanaugh and also that of Rev. S. L. Robertson were donated to the college. These, together with its previous nucleus, formed the foundation of a good collection for the future, the lack of which had previously been much felt, for while the institution had always maintained a high standard in its courses and had kept itself well supplied with apparatus, in the department of natural science especially, its educational equipment in other respects, outside of a fairly good building, had not been of the first order.

President Batson was able to keep up the matriculation fairly well and the college prospered, but its enlargement in the future was not hopeful and its work was much crippled for lack of sufficient funds.

original endowment was never large, the productive funds, in 1882, aggregating about $32,000,[1] and although several agents had at rent times been appointed to solicit further means, they had been to accomplish little or nothing. The endowment the college did was also much less effective than it would otherwise have been, use it had been secured on the basis of allowing a free scholarship omparatively small amounts contributed.

wing to this state of affairs, the board of education, in September, , presented to the conference a plan arranging that proposals be ed from any and all places in the bounds of the conference looking rd the future relocation of the college, in order that it might secure argest facilities and the most favorable conditions. Conference at appointed a commission to receive, examine, and accept or reject such proposal. This commission, on July 12, 1887, voted to accept offer of the citizens of Winchester and Clark County, who had that ner agreed to present to the institution a campus of eight acres of nd lying within the corporate limits of Winchester and $42,000 in for new buildings and general equipment. This decision was ward ratified by the board of education and by the conference, and college was removed to Winchester, where it was first opened on ember 3, 1890, since which time it has entered upon a new era. ing the period from 1879 to 1890 there had been from 3 to 9 gradu- each year and the following regular degrees had been granted: . B.'s, 15 B. S.'s, 5 Ph. B.'s, and 2 A. M.'s.

AT WINCHESTER.

s its building at its new location was not ready for occupancy at time of the removal, the college occupied temporary quarters in a ate residence in 1890–91, when it had 4 regular professors and 122 ents were matriculated.

e new main building was sufficiently completed to be occupied in autumn of 1891. It is a handsome structure, built of brick with e trimmings, and is very complete in its appointments, having fif- rooms, all commodious and arranged with reference to the most oved methods in educational work. In 1891–92 a new professor added to the faculty, the work in the scientific department espe- y being further subdivided and specialized. At the end of this the character of work done by the institution was further enlarged e introduction of coeducation, young women being admitted to its se upon the same terms as young men. About the same time, or after, a special English course of two years, a business course of year, and a common school teacher's course of one year were added e previous curriculum for those who could only attend for a limited and were not candidates for a degree, an instructor in shorthand typewriting being then added to the faculty.

[1] Perrine's History of Bourbon, Scott, Harrison, and Nicholas counties, p. 139.

While its matriculation was somewhat larger than before, the operations of the college were considerably embarrassed and its prospects hindered during its first four years at Winchester by the litigation in which it was involved through those who were opposed to its removal from Millersburg, and who appealed to the courts against that step. This contest was finally settled in 1894 by a decision in favor of the present location, a result which has materially conduced to the subsequent prosperity of the institution. In this year, also, Mr. Batson retired from the presidency, after fifteen years' faithful and efficient service in that position. He has since continued to be one of the members of the regular faculty.

In 1894–95 Prof. B. T. Spencer was chairman of the faculty, the next regular president, Rev. E. H. Pearce, D. D., being elected in the latter part of the year. President Pearce was formally installed on June 4, 1895, and entered auspiciously upon his administration. The college has since made a distinct advance. During the first year of his term the main building was finished and newly furnished throughout at a cost of $8,000, while extensive additions were made to the apparatus in the departments of chemistry and physics. Soon after this a hall in the main building set apart as a gymnasium was equipped with the latest and best appliances for physical exercise.

The most marked enlargement of late has been in the founding of preparatory schools, under the control of the college, in different parts of the Kentucky Conference. Besides the preparatory department connected with the college in Winchester and another operated in the old building at Millersburg, three others have been established at Campton, Burnside, and London, important points in the eastern part of the State. Campton Academy was opened on January 1, 1896; Burnside Academy on September 1, 1896, and the academy at London, called Bennett Memorial Academy, in September, 1897.

These schools make quarterly reports to the college, of whose faculty their principals are considered members, and prepare students for the sophomore class. They are also training schools for teachers for the portion of the State in which they are located. They all have excellent buildings, for the erection and equipment of which about $30,000 has recently been contributed by friends of the college, part of it by the Woman's Home Missionary Society. New dormitories for the academies at Campton and Burnside have recently been projected, and arrangements are now in progress for the erection of a new $10,000 dormitory on the college campus at Winchester. Material additions to the endowment of the college have also been made in the last three years, and plans are now under way which it is hoped will cause its property and funds, now about $100,000 in value, to reach $250,000 in the next five years.

In 1895 the faculty was enlarged by the addition of special lecturers on church history, on the Bible, and on civics, and in 1896 an instructor in elocution was appointed. The matriculation of the institution has

recently increased, there being 154 students in the college proper 894–95 and a total of 448 in college and academies together in -98. The number of graduates has increased in like manner, teen degrees having been conferred in the last three years.

entucky Wesleyan College has always been able to maintain an faculty, and its standard of classical and scientific education has high. It has consequently occupied a worthy place among similar tutions of learning in the State, and has turned out many well-pped graduates who have taken an honorable rank in the various essions and callings of life, the ministry being more largely repre-ed than any other profession. Its students have recently main-ed an excellent standing in eastern institutions, where they have to pursue special and advanced work. The total number of uates up to 1898, inclusive, is 169, of whom about 30 have entered ministry, about 25 the law, quite a number teaching, while medi-and other vocations are well represented. Many of those who t a time at the college, but took no degrees, are occupying impor-places in church and state.

e curriculum of the institution is divided into the following schools struction: Latin, Greek, German, French, English, mathematics, istry and biology, physics and astronomy, history and political ice, psychology and ethics, theistic and Christian evidences, Bible y, bookkeeping and commercial science, and shorthand and type-ng. The completion of eleven out of the first twelve of these schools to the two regular degrees of bachelor of arts[1] and bachelor of ce, the former requiring the school of Greek, while the latter titutes German and French for Greek. There are also the special ses already indicated and an academic or preparatory course of years in length. The present faculty, in addition to the princi-of the various preparatory schools, two instructors in elocution in shorthand and typewriting, respectively, and two special lec-s, the one on Bible history and literature, and the other on civics, the following regular professors and officers: Rev. E. H. Pearce, D. D. president and professor of psychology and ethics; D. W. on, A. M., professor of natural science; B. T. Spencer, A. M., pro-r of Greek and instructor in German; W. H. Garnett, Ph. D., im Megowan professor of mathematics and instructor in French; m West, A. M., professor of Latin and history.

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[illegible] E. H. Pearce, D. D., as president of Kentucky [illegible] Winchester, 1896.

[1] degree of A. M. is conferred on bachelors of arts who pursue some literary sion for three years and present a satisfactory thesis.

ST. MARY'S COLLEGE—FRONT VIEW OF MAIN BUILDING.

## ST. MARY'S COLLEGE, MARION COUNTY.

St. Mary's is the oldest and most important Catholic male college now in existence in Kentucky, and is one of the oldest, if not the oldest, of its kind in the Mississippi Valley. It had its own beginning in 1821 and in a way now has a right to have the date of its origin made about two years earlier, as it was in 1890 made in a sense the legal successor of St. Joseph's College at Bardstown, Ky., its older and in some respects more celebrated colleague, whose history will be sketched in another chapter. There we shall find that the foundation of St. Joseph's was largely due to the efforts of Rev. G. A. M. Elder; St. Mary's, in a still more eminent degree, owes its existence to the self-sacrificing exertions and the energy of one man, Rev. William Byrne, and it is rather remarkable that these two men should have been ordained to the priesthood in their church at the same time, a ceremony which occurred in the cathedral at Bardstown, Ky., on September 18, 1819.[1]

Father Byrne was born in Ireland in 1780. His talents were not brilliant nor his education extended, but he was noted for his industry and application. He had not the means of obtaining an advanced education in early life, but after coming to America had studied for a time at St. Mary's College, Emmittsburg, Md., where he held the position of prefect of discipline. On coming to Kentucky and seeing the pressing need of educational institutions, he determined to found, to meet the needs of the hour, a school for boys similar to the school for girls lately established at Loretto.

He set to work with his characteristic energy, only waiting long enough to obtain the bishop's permission. Without money or anyone specially to help him, he purchased a farm in Marion County about 5 miles from where Lebanon now stands, which had been occupied for a time by the Sisters of Loretto, and which Rev. Charles Nerinckx had secured in 1820 for the purpose of founding a new Christian brotherhood devoted to the education of boys and had named St. Mary's. This Father Byrne obtained possession of in 1821 by means of funds partly raised by subscription, and here he first opened a school, called St. Mary's Seminary, in the early spring of that year in an old stone distillery fitted up with rough furniture partly made by his own hand.

The school soon became popular and so increased in numbers as to speedily outgrow its old quarters. For the accommodation of its patrons, who were then mainly the farmers of the neighborhood, its tuition fees were largely paid in produce, which Father Byrne partly converted into money and partly exchanged for labor, and by this means soon paid for the farm, and by 1825 had erected a modest new building at a cost of $4,000.

Unfortunately just as this structure was nearing completion, and while Father Byrne was in Louisville completing arrangements for that

[1] Allen's History of Kentucky, p. 173.

se, it was burned, but was reerected within a few months under ersonal supervision and partly by the labor of its founder. The was peculiarly unfortunate in this respect, as hardly had the ncurred by the first fire been paid and the wing of an additional ng nearly completed when it, too, was destroyed by fire; but—

ng daunted, Father Byrne rebuilt the burnt edifice on an enlarged plan, and r years was able by patient industry and rigid economy to pay all its debts place the institution on a firm and enduring foundation.[1]

t he was able to do this entirely from tuition fees at the very ate rate of $5 per session is a high tribute to his financial manage and to the popularity of the seminary. This popularity was due / to its cheap tuition, its good discipline, and excellent teaching. were early in its history 120 students in its classes and its ers during Father Byrne's administration are said to have been t its limited quarters could accommodate, and students had to a whole year in advance in order to secure admission. During st twelve years of its existence it educated, either completely or lly, at least 1,200 youths, among whom may especially be men- Martin J. Spalding, subsequently archbishop of Baltimore, who s professor of mathematics at 14 years of age, two years before uduation, and was famous for his solution of difficult mathemati- oblems.

er was an institution, for the same length of time, more completely ork of one man, as Father Byrne was not only its financial stay, was much more.

rned himself the teachers who were to aid him in carrying on the work of lege. He originated everything. He was president, chief disciplinarian, al professor, procurator, missionary, everything at the same time.[2]

was greatly assisted in the work of instruction by the advanced ts, who in their turn became teachers.

spirit in which all his efforts had been put forth is well shown fact that when negotiations were begun in 1830 looking toward nsfer of the institution to the control of the order of Jesuits he ally acceded to their assuming possession, because he saw that colleges were beginning to offer superior advantages and he con- l the Jesuits, by reason of their greater resources and higher rship, better calculated than he to conduct the seminary success- These negotiations were completed in the latter part of 1831.[3] request, Father Byrne remained at the head of the school, s Collins, Lagomarsino, and McGuire being associated with him in r's management. Father Byrne died of cholera in 1833, and e Jesuits took exclusive control of the institution.

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[1] [illegible] Mss., p. 207.

[2] [illegible] of Bishop Flaget, p. 300.

[3] [illegible] 1832, but extracts from the private papers of the furnished by President Fehrenbach, show it to have been 1831.

The seminary was opened under their supervision in September, 1833, and had as its new president Rev. Peter Chazelle, S. J., who was a native of France, and a man of great energy and perseverance. The institution was then regularly organized as a college and President Chazelle was assisted by a faculty composed of Fathers Nicholas Petit, Thomas Legouais, Vital Gilles, Simon Fouche, and Evremond Harrissart, all Frenchmen and men of high literary education and pronounced ability. Under the new order of things pupils came in from all directions, and the prospects for the future were bright, but the session of 1833–34 was hardly well begun before the fire fiend descended upon the institution for the third time and sent many of the students to their homes by destroying the main building. This was, however, restored within a single month, and not long afterwards, from the revenue arising from increased patronage, another wing was added.

In 1836 the faculty of the institution was much strengthened by the addition of Fathers William G. Murphy and Nicholas Point, who came over from the provincial headquarters of the order at Lyons, France, having been sent for by President Chazelle. Father Murphy was at first the college professor of English literature, and was noted for his accomplishments in that department. On January 21, 1837,[1] mainly through his influence and that of Rev. Robert Abel, a charter for the institution was obtained from the State legislature which conferred upon it all of the usual collegiate powers and privileges. In this year also the faculty was further enlarged by the arrival of Fathers Augustus Thebaud and Peter Lebreton.

In 1839 Father Murphy succeeded Father Chazelle as president of the college, and Father William Larkin, a man of great natural gifts and of profound and varied learning, joined the corps of professors. Father Murphy continued at the head of the institution during the remainder of the period of Jesuit control, which extended to 1846. During this period the prosperity of the college was uninterrupted. It not only continued to flourish, but soon grew in such a way that its patronage was only restricted by the limited capacity of its buildings, which, being situated in the country, had to furnish boarding, as well as educational accommodations.

Students during this era came from all parts of the United States, the West Indies, Mexico, and even South America. In 1836 and for several years later the reputation of the fathers attracted students from many of the most influential families of Kentucky and the surrounding States, most of whom were Protestants, that element largely predominating at this time in the history of the institution. In addition to those already mentioned as having come over from France to join the faculty, Fathers De Luynes and Gockeln came out later, so that in 1842 the teaching body of the institution was a very able one.

One feature of the history of the college during this period is that, according to a rule established by Father Byrne and continued during

[1] *Collins's History of Kentucky*, Vol. 1, p. 41.

uit era, every student was required to work on the college farm
day a week. This farm, which was an important adjunct to
titution in the way of furnishing food products and additional
e, had been enlarged, in 1838, by the purchase of an adjoining
so as to accommodate the increased number of students. The
ities seem to have been quite successful in getting the students
rfully comply with this regulation, as well as to perform such
tasks as looking after the tallow candles, with which, at that
he college study-hall was lighted.

commencement exercises of this era were attractive events for
rounding country. Original dramas, written by Father Chazelle,
e other member of the faculty, were usually performed, and in
o accommodate the visitors the exercises were usually held in
n air, a suitable spot having been chosen in the primeval forest,
a stage, adorned with drapery and appropriate scenery, was
l on the rising slope, in front of which temporary seats, cover-
whole acre or more of ground, were arranged for the vast audi-
In 1846, owing to some misunderstanding with the local diocesan
ities, the Jesuits left St. Mary's for what they considered wider
f usefulness at St. John's College, Fordham, N. Y., their depar-
ing widely regretted by the friends of St. Mary's.

re this time every State in the South and West had become rep-
d in the catalogue of that college, and she had sent out a num-
alumni, scattered all over that region especially. Many of these
nce risen to prominence in various professions and callings in
ong them being governors, Congressmen, circuit judges, writers
it, and others of reputation in other fields.

n the Jesuits left St. Mary's, in 1846, the institution was again
over to the secular clergy, under the supervision of the bishop
diocese. We are informed[1] that at that time its buildings were
ve and handsome and its library contained 5,000 volumes, while
lty numbered 8 instructors and its enrollment was 125 students.
ular clergy took charge in 1847, and under their management
lege was successful and useful for twenty-two years.

following is the list of the presidents of the institution from
o 1869, with their terms of office: Rev. Julian Delaune,
49; Rev. John McGuire, 1849-1851; Rev. John B. Hutchins,
53; Rev. Francis Lawler, 1853-1856;[2] Rev. P. J. Lavialle,
65; Rev. A. Viala, 1865-1869. The following is a similar list
same period of the vice presidents of the institution, who had
lerable share in its management: Rev. Francis Lawler, 1849-1853;
hael Coghlan, 1853-1855; Rev. Edmund Driscoll, 1855-56;

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[1] ...'s Sketches of Kentucky, p. 126.

[2] Hutchins was again president in the latter part of 1855-56, when he took
of Father Lawler.

Rev. Joseph H. Elder, 1856–57;[1] Rev. A. Viala, 1857–1865; Rev. T. J. Disney, 1865–1869.

Of the presidential administrations of this era, that of President Hutchins is especially noteworthy, because the college was under him again put on a sound financial footing. Among the alumni of this period, at least one rose to the dignity of a bishop in his church, and others obtained repute in other vocations. In 1869, on account of financial embarrassment it was found necessary to close the time-honored institution for two years; during this period its lands were leased to a farmer of the neighborhood.

This gloom in the history of the college was, however, soon dispelled and a new era for it began when, in September, 1871, upon the invitation of the Right Rev. William G. McClosky, bishop of Louisville, it was reopened by a new and vigorous teaching order, the Fathers of the Resurrection,[2] under the leadership of Rev. Louis Elena, C. R., D. D. Father Elena was assisted by a select corps of lay, secular, and religous officers, and remained at the head of the institution until 1873, during which time repairs and improvements were made on the buildings and grounds, and all the former rights and privileges of the institution were confirmed under the new order of things by an amendment to the charter, secured in 1872.

In 1873, one of the most successful presidents in the history of the college came into office in the person of Rev. David Fennessy, C. R., who held the position continuously for twenty-four years, with the exception of a period of two years. Under his management the standard of discipline and scholarship was raised and his well-chosen corps of professors, together with his own prestige as a scholar and educator soon attracted patronage and gained the confidence of the people of Kentucky especially.

The history of the college during and since his administration has been one of substantial improvement and expansion. The course of instruction was developed until, in 1879, it included a classical course of five years in length, together with a scientific course of four years and a commercial course of three years, in addition to a preparatory department. In 1882 a military department was added, with a regular professor of military tactics, and in 1883 a professor of music was attached to the faculty. There had been up to this time, since 1873, an average matriculation of about 100 students, and the number of teachers and other officers connected with the institution had been about 13 each year.

In 1884 a fine new building was completed, which furnished much better and larger accommodations for students, whose numbers have since increased considerably. In order to put the institution on a solid

[1] Father Elder only held the office for a part of the year 1856-57, being succeeded early in 1857 by Father Viala.

[2] This is a religious order of the Catholic Church one of whose chief objects is the imparting of education, intellectual and moral.

ıcial basis and to insure its incorporation into his order, Fath· ıessy succeeded in obtaining from the Bishop of Louisville e simple to the college property, the management of wh. .. ɔd in a corporation of his own choosing, composed of five etuating trustees; he also secured the recognition of St. . .ary's ıe official Catholic college of the diocese. This was accomplished ugust, 1890, when, by the action of the Bishop, St. Joseph's College, ardstown, was closed for a period of twenty years in order that St. y's might have the proper opportunity for its development, as these ges were so situated as necessarily to draw their students largely the same limited field, by which each was thus hindering the ress of the other.

connection with the new arrangement, the curriculum of St. Mary's strengthened, the classical course being made six years in length, otherwise enlarged. Additions were also made to the library and ıtific apparatus, and other steps taken to make the institution ... the first Catholic colleges of the land. In conducting its ... ıl work its corps of teachers and officers are selected by its presi-, who is in turn appointed by the superior-general of the teaching r which controls the institution.

1893 other improvements were ... in the college property, all s buildings being renovated and their interior equipped with mod- appliances, while an additional mansard story was placed upon of the three main buildings. In the fall of this year an adjoining was also purchased and added to the college farm, which now con- about 450 acres of first-rate land. By a recent decision[1] of the eme court of the State this and all the other property of the col- without limit, is exempted from taxation. In 1893 Father Fennessy ed from his office on account of bad health, and Rev. John L. an, C. R., D. D., Ph. D., became president. In the fall of 1895, how- , Father Fennessy recovered his health and again resumed his ion at the head of the institution, where he remained for about years longer, resigning finally in July, 1897.

om 1871 to 1897 the following were vice-presidents of the college he terms indicated by the appended dates: Rev. D. Fennessy, C. R., ., 1871-1873; Rev. R. De Carolis, C. R., 1873-1879; Rev. A. Vaghi, R., 1879-80; Rev. V. T. Lanciotti, C. R., 1880-1886; Rev. John enbach, C. R., D. D., Ph. D., 1886-1897.

hen Father Fennessy retired from the presidency in 1897, Father enbach became his successor. At the same time Rev. John Kos- ki, C. R., became vice-president.

ther Leinenbach was born in Berlin, Ontario, in 1857 and gradu- at St. Jerome College in that place. He subsequently received degrees of Ph. D. and D. D. from the Roman University, Rome.

[1] ... of the Commonwealth of Kentucky v. Loretto Literary and Benevolent ... St. Mary's College.

[illegible]y. He had been vice-president of the college since 1886, and being [illegible] of great practical ability and business tact had ably assisted [illegible]essful efforts of President Fennessy to build up the institution [illegible] put it on a higher and more enduring basis.

[illegible] is therefore good reason to believe that the prosperity of the college will not only continue but enlarge under his administration as president. In fact some progressive steps have already been taken. In the summer of 1897 a frame gymnasium was erected on the college campus, and in November of that year a collection of mineralogical specimens and Indian relics numbering several hundred was purchased for the institution. In that year also, in order to suit the depressed financial condition of the country and bring the benefits of the institution within the reach of as many as possible, the prices of board and tuition were very materially reduced.

The college has no endowment, but depends for its support and its progress in material equipment entirely upon tuition fees. That it has [illegible] from this source, in the last few years, to not only maintain itself but to expand considerably is an evidence of its success. Situated as it is, its chances for future growth may not be very flattering, owing to the d[illegible]ondition of the agricultural classes of the South, from which its pat[illegible] is mainly drawn, but it is probable that it will more than hold its own under its present management. The property of the college is at present estimated to be worth about $65,000, and its library contains about 5,000 volumes. Its matriculation as regards distribution is largely confined to the South. In the last twenty-four years there have been one or two classical graduates and five or six commercial graduates each year. The whole number of graduates during this period is 151, of whom 26 have taken the degree of A. B. and 12 that of B. S. A number of these have taken prominent positions in political, legal, medical, business, and clerical circles.

The curriculum of the institution as at present arranged embraces three courses of study: The commercial, extending over three years, and including, besides instruction in bookkeeping and kindred subjects, the elements of a good English education, in which only a certificate is granted; the scientific or mathematical, which includes additional instruction in English, mathematics, and the natural sciences, extends over four years, and leads to the degree of B. S.; the classical, in which the classics, English, philosophy, and modern languages are the principal features, which extends over six years and leads to the degree of A. B. The degree of A. M. is conferred upon Bachelors of Arts who study an additional year at the college or attain recognized standing in one of the higher professions. There is also a preparatory department and there are besides supplementary studies in the fine arts, elocution, military drill, and gymnastics.

The faculty of the institution is composed of men who have made the education of youth their life work, this being the principal object of the order to which they belong. As at present constituted its members

as follows: Rev. John Fehrenbach, C. R., Ph. D., D. D., mental sophy, modern languages; Rev. John Koskinski, C. R., classics, tion, algebra; Rev. Michael Jaglowitz, C. R., classics, history; E. M. Crane, A. M., higher English, history, classics; T. A. lder, A. M., natural sciences, mathematics; J. M. Cooney, A. M., ish, mathematics, bookkeeping. There are also assistant teachers okkeeping and shorthand, in music and drawing, in penmanship, n United States history and geography. Rev. Michael Jaglowitz, es being one of the professors, also holds the position of disciplin-, an officer with important functions.

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## History of Georgetown College, of Georgetown, Ky.

By J. William Black, Ph. D.[1]

### EARLY HISTORY.

orgetown College is located in Georgetown, Ky., which is on the ern rim of the famous "Blue-grass" region. It is a convenient lelightful location for the college. The climate is good, the coun-ertile and beautiful, the railroad facilities excellent, the town enient to large centers, being only 12 miles north of Lexington about 50 miles south of Cincinnati. The social environment of ollege student is all that could be desired.

### THE TOWN.

e town itself, though it has not grown to large size, is an old and ric one, and bears the proud title, "Belle of the Blue Grass." said to be the site of the first permanent settlement north of the ucky River, for as early as November, 1775, one John McClelland a few pioneers came down the Ohio River from Pittsburg, wandered t in northeastern Kentucky, and finally located here. The attrac-was a big spring, near which the first cabin was erected, and h received the name of the "Royal Spring." This spring, since d "Big Spring," is one of the features of the town to this day. In by act of the legislature of Virginia, the name of "Georgetown," nor of the first President, was given to the settlement which had n up about this spot.

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[1] Professor of history and political economy, Colby College; formerly professor of and political science pro tempore (1891-92) in Georgetown College, Kentucky.

GEORGETOWN COLLEGE—PAWLING HALL (A MEN'S DORMITORY).

## THE COLLEGE.

The founding of the college dates from January 15, 1829. It was the first collegiate institution of the Baptists south and west of the Alleghanies to receive a charter, and the fifth in order among the Baptist colleges established in the United States. In this new and sparsely settled country there was much pioneer work to be done by this institution and its sister colleges of the South and West, many of which were founded during this era of westward expansion.

The college was incorporated by the legislature of Kentucky under the name of the Kentucky Baptist Education Society. The charter in its original form, including also the names of the first board of trustees, is as follows:

### THE CHARTER OF THE KENTUCKY BAPTIST EDUCATION SOCIETY, GRANTED JANUARY, 1829.

AN ACT to incorporate the trustees of the Kentucky Baptist Education Society.

*Be it enacted by the general assembly of the Commonwealth of Kentucky*, That Alva Woods, Silas M. Noel, Jeremiah Vardeman, John Bryce, David Thurman, Gabriel Slaughter, Joel Scott, Peter Mason, Thomas P. Dudley, Peter C. Buck, Jephthah Dudley, Benjamin Tyler, George W. Nichols, Gurdon Gates, Ryland T. Dillard, Benjamin Davis, William Johnson, Samuel M'Kay, Thomas Smith, C. Van Buskirk, James Ford, and Cyrus Wingate shall be, and are hereby, constituted a body politic and corporate, to be known and designated by the name and style of "The Trustees of the Kentucky Baptist Education Society," and by that name shall have perpetual succession and a common seal, with power to change and alter the same at pleasure; and, as a body corporate, shall be authorized to exercise all the powers, privileges, and rights which are exercised by the trustees of any academy of learning in the State; but that the property of said corporation shall be subject to taxation, except the college buildings and five acres of ground around the same; and on the death, resignation, or other disqualification of any of the said trustees or their successors in office a majority of two-thirds of the trustees remaining in office may fill such vacancies, and the person or persons so appointed shall be vested with the same powers and privileges as those named in this act, and by the name and style and denomination of "The Trustees of the Kentucky Baptist Education Society" may sue and be sued, plead and be impleaded, defend and be defended, in any court of law and equity in this State.

SEC. 2. *Be it further enacted*, That it shall and may be lawful for the said trustees and their successors in office, and that are hereby invested with full power and authority in their corporate capacity, to purchase, or receive by donation, demise, or bequest any lands, tenements, hereditaments, monies, rents, goods, and chattels, and to hold the same, by the name aforesaid, to them and their successors forever for the use and benefit of said institution, and according to the intention of the donor or donors of any such lands, tenements, hereditaments, monies, rents, goods, and chattels, and not otherwise, and to sell, transfer, and convey the same, under the seal of said corporation, unless prohibited by the terms of any such donation.

SEC. 3. *Be it further enacted*, That it shall and may be lawful for the trustees aforesaid, and their successors in office, to appoint, out of their own body, a chairman or president, and a majority of the trustees shall at all times constitute a quorum to do business and may make such by-laws, rules, and ordinances necessary for the proper government of said institution as shall not be repugnant to the Constitution and laws of the United States or laws of this State. The said president and trustees shall also have power at all times to select and appoint such officers, teachers, tutors, and professors for the management of said institution as they may think necessary, to fix their salaries and prescribe their duties, to fix and prescribe the terms upon which students may be admitted into said institution, and for any misconduct in any officer, teacher, or professor to dismiss such person from office and appoint another or others in their stead.

SEC. 4. The said president and trustees shall keep a record of their proceedings in a book or books, to be provided for that purpose, and may, if they deem it neces-

[1] The Rev. Silas M. Noel was chosen first president of the board of trustees.

appoint a clerk to record their proceedings and prescribe his duties. It shall duty of the said president and trustees, and their successors, to have recorded office of the county court of the county where the said institution may be d the names of the trustees thereof hereby appointed and the names of such ll hereafter be appointed in their stead.

5. *Be it enacted*, That within 60 days from the passage of this act the trustees aid shall meet in Lexington and enter upon the duties assigned them by this ot less than a majority of two-thirds being competent thereto: *Provided, how-* That the real and personal estate acquired by the said corporation shall at no ne exceed the yearly rent or value of 50,000 dollars.

6. *Be it enacted*, That full power is reserved to the general assembly to repeal lify the privileges hereby granted.[1]

December 22, 1798, the Rittenhouse Academy was founded in getown, and endowed by the State with 6,000 acres of the public of Kentucky. A building was erected on the site of the present emy of Georgetown College, which occupies a spot 50 yards to rest of Recitation Hall. In 1829, when the college was organ-, the trustees of Rittenhouse Academy, by the authority of the ature of the Commonwealth, transferred all the property of academy, real and personal, to the trustees of the Kentucky ist Education Society for the benefit of Georgetown College.

the same time Issachar Pawling, a man not of great wealth but nerous impulses, a good Baptist and a friend of higher education, the founding of the college a great impetus by placing at the sal of the newly created board of trustees a fund of $20,000. ing deserves much of the credit that attaches to his memory as eal founder of the college at Georgetown, and the trustees have gly recognized their obligation to this noble benefactor by naming f their largest buildings Pawling Hall.

this endowment fund of Pawling's there was added immediately ntribution of $6,000 from the citizens of Georgetown, which had subscribed by them for the purpose of securing the location of ollege in their midst.

September 2, 1829, Rev. William Staughton, D. D., of Columbian ge, Washington D. C., was chosen the first president of George- College, but unfortunately he died suddenly on December 12, while in the midst of preparations to proceed to his new field of . After this misfortune the trustees met with some difficulty in efforts to find a suitable man for the newly created institution. phen Chaplin, D. D., likewise of Washington, was next called to residency in January, 1830, but he declined. The third choice fell upon Irah Chase, D. D., president of the Newton Theological Inst., Massachusetts. President Chase went to Georgetown, looked the field, and declined the call. The fourth effort of the trustees ed successful, and on June 21, 1830, Dr. Joel S. Bacon, of Newton

[illegible] legislature dated January 23, 1830, the number of [illegible] with the further provision that a majority of this [illegible] By a later act January 28, 1841 this first [illegible] of trustees was increased to twenty-four, and the [illegible] was fixed at eight.

Center, Mass., was elected president. He had previously been chosen professor of languages, May 4, 1830, and had accompanied Dr. Chase to Georgetown to assume his new duties.

When Dr. Chase decided to decline the call to the presidency, he strongly recommended Bacon, and the trustees acted favorably upon his advice. Thus President Bacon, the fourth to be chosen, was the first to enter actively upon the duties of the presidency of Georgetown College.

Meanwhile, however, the college had begun without a head, for in accordance with a resolution of the board the doors had been opened and instruction begun on January 11, 1830, the faculty at the opening consisting of but two officers, a principal of the preparatory department and a professor of mathematics.

Charles O'Harra was the first principal of the preparatory department and the instructor of the 43 pupils who entered at the opening. In the college a mathematical class was formed with 15 students, and, under the instruction of Thornton F. Johnson, of Virgina, the professor of mathematics, and the first member of the college faculty chosen by the board of trustees. Indeed, the intention of the board was to create manifold duties for the first college officer, if we are to judge by the full title of his chair, which reads: "Professor of mathematics, natural and experimental philosophy, and the French language."

A professor of languages—presumably the classical languages—a Mr. Ruggles, of Columbian College, Washington, was also invited to Georgetown, but he declined. Joel S. Bacon was then chosen to the chair, and later was elected president, as already explained. The salary of the members of the faculty was fixed at $800 each; the salary of the president at $1,500, and the latter's chair was to be known as the "Pawling Chair,"[1] in honor of the first benefactor of the college.

The college plant at the opening consisted of one small unpretentious structure, the former Rittenhouse Academy building; lots, valued at $6,000, for a campus—the gift of Georgetown citizens—and the $20,000 endowment fund contributed by Pawling.

The college year was divided into two sessions irrespective of vacations, which were somewhat irregular at first, one continuing from March 20 to September 20, the other from September 20 to March 20. It was also further provided that during the first or summer term the hours of study should be from 8 to 12 a. m. and from 2 to 6 p. m., and in the latter from 8 to 12 a. m. and from 1 to 4 p. m., and a curious regulation required the professors and tutors to remain in their lecture rooms during these hours, and prohibited the student from leaving the college inclosure without the permission of his professor. Tuition fees in the college department were fixed at $25 per annum; in the preparatory department at from $12 to $20, according to the studies taken.

[1] The title of the president's chair was changed at a later time, as noted elsewhere, and it is now known as the "R. M. Dudley Memorial Chair."

e purpose of the college, as stated in its prospectus, was "to rt the lights of education to pious indigent applicants of the Bap- rder who are desirous of embarking in the ministry." Pawling nade his donation to the college with the proviso that it be used ie support and education of indigent young ministerial students. as now persuaded to incorporate the gift unconditionally with the al funds of the college, in return for which the trustees offered to : free tuition to young men studying for the ministry. The policy agreed upon has prevailed to this day, and free tuition has always granted this class of students.

e college closed its first session June 11, 1830, to open again July 30. On the latter day Rev. Joel S. Bacon, the first active presi- of the college, delivered his inaugural address in the Methodist ch in Georgetown. The number of students was now about 60, lly divided between the college and the academy. A library of 500 nes had been added, and a small assortment of maps, charts, s, physical and chemical apparatus.

veral new appointments on the staff of the college faculty were now , and at the opening of the next spring session, April 18, 1831, the ty had its full complement for the first time. It was as follows: Joel Smith Bacon, A. M., president; Rev. N. N. Whiting, A. M., ssor of languages;[1] Thornton F. Johnson, esq., professor of mathe- s, etc.; Samuel D. Hatch, M. D., professor of chemistry; Mr. F. rebuchet, of France, professor of French language; William Craig, ., tutor in the college proper; William F. Nelson, A. B., principal eparatory department the academy).

e college was by this time fairly well organized and the work pro- d with more system. Two courses were provided—a full college e of eight sessions, which would correspond approximately to the rn four year classical course, was offered, and the degree of bach- of arts conferred upon those completing it; besides this an Eng- ourse of six sessions three years) was also offered and an English ma conferred upon those completing the latter course.

vision was also made for the granting of certificates of scholar- to those who desired them for work done in any department.

ree recitations were given daily for five days in the week and one ation on Saturday. Speaking and composition were required ly and examinations were held in all studies at the close of each n, and all candidates for degrees or diplomas were required to the same bill of fare in their respective courses. Two breaks or ions in the college year were now provided, one beginning the Monday in March and continuing six weeks; the other beginning e third Thursday in September and continuing until the third lay in October. The third Wednesday in September was com-

[1] Resigned shortly after his appointment and was succeeded by George W. Eaton.

mencement day. Tuition fees continued the same. The estimated annual expenses of the student for board, washing, lodging, fuel, and lights were $75, making the total average expenditure for the college year $100. For the preparatory students the charges were slightly less, the tuition for those taking classical studies being $20 a year; for those taking an English course, $15. There was also an additional charge of $1 for fuel used in the winter season.

Dr. Bacon remained president of the college about two years. Lack of funds and controversies over the management of the property made his administration a trying one, and he felt obliged to retire from the presidency. From 1832 until 1836 the college was without a head, being managed as a private institution under the leadership of the professor of mathematics, Thornton F. Johnson. In the latter year the Rev. B. F. Farnsworth was chosen president and held the office for a few months. He made an earnest though unsuccessful attempt to place the institution on a sound financial basis and resigned the same year (1836).

In October, 1838, Rev. Rockwood Giddings, D. D., of Shelbyville, Ky., became president. His term was limited to one year, his death occurring October 29, 1839, but it was long enough to demonstrate that he was the most successful administrator that had yet presided over the affairs of the college. Dr. Giddings was very active during his short administration. Though he never entered upon the work of the class room, he performed a more important service to the college in securing harmony among the trustees in the management of the institution. He also made a strenuous and successful effort to increase the endowment fund, and secured subscriptions amounting to about $100,000, a large portion of which, however, was not paid in, owing to the subsequent financial distress which affected the whole country and prevented many of the friends of the college from meeting their pledges.

Furthermore, through the aggressive efforts of President Giddings, the main college building, which still occupies the center of the campus and is now known as "Recitation Hall," was begun and completed from the Giddings endowment. This was the first college building erected by the trustees of the Kentucky Baptist Education Society, the college exercises having been conducted hitherto in the old Rittenhouse Academy building and in rented quarters.

After an interval of a few months Dr. Howard Malcolm became the successor of Dr. Giddings. The choice was a fortunate one for two reasons—in the first, he had the qualifications necessary to carry forward the movements so auspiciously begun by his predecessor, and, secondly, he remained in the office long enough—a period of ten years—to leave upon it the impress of his personality and to secure an efficient organization of the work, the general lines of which have remained to this day. Dr. Malcolm's service rounded out the second decade of the history of the college. In 1850, the year of the great compromise on

ry, Dr. Malcolm retired from the presidency, impelled largely by rising of political conditions about him with which he was not in ympathy, and was succeeded by the Rev. Dr. J. L. Reynolds, of a Carolina. At the end of two years Dr. Reynolds retired for stic reasons and gave place to the Rev. Dr. Duncan R. Campbell. ring President Reynolds's administration an important change nade in the charter of the college. By act of November 25, 1851, s "enacted that each individual who since January 1, 1840, has ted to the Kentucky Baptist Education Society $100, or shall do the future, shall be and are hereby constituted a body politic and orate, to be known and designated by the name and style of the ucky Baptist Education Society, and by that name shall have per- al succession, and a common seal, with power to change and alter seal at pleasure." Power was also given to this body "to carry such measures as would promote the interests of Georgetown ge and the cause of college education.

was further provided also that business meetings of this new cor- ion should be held annually in Georgetown during commencement ; that 25 members of the society should constitute a quorum for ess at the annual meetings, 20 sufficing for called meetings during nterval between commencements; that this corporation should such by-laws, rules, etc., and elect such officers as were necessary rry into effect the provisions of the act; and further provided also the society should have the sole power to appoint trustees of the ucky Baptist Education Society, and that henceforth the following od of choosing the trustees should prevail: "They" (the members e society) "shall, at the first annual meeting, choose all the trus- aforesaid, dividing as equally as practicable the whole number into classes, one of which classes shall be appointed for a term of one another for two years, a third for three years, and a fourth for four . At each subsequent annual meeting said corporation shall nate, etc., for a term of four years persons to fill vacancies of class e term of office shall expire, etc., at said meetings, or fill vacancies y class for unexpired terms. If said corporation fail to fill vacan- then the trustees of Kentucky Baptist Education Society are owered to fill vacancies by a two thirds vote." The trustees were port the condition of the college at the annual meetings of the ty.

is act of 1851 changed fundamentally the governing machinery of college, for instead of a close corporation of 24 trustees, a perma- and self perpetuating body, there is substituted in its stead the ucky Baptist Education Society, which is now more than a mere orate title, and which becomes an active and growing body of

ew changes were made in this act by a subsequent act of January 10, 1853, but changes were [illegible] repealing act of January 19, 1856, thus leaving the 1851 intact and in force to-day as the constitution for the government of the .

friends of the college, who are entitled to membership in return for a gift of $100 or more to the endowment of Georgetown College. This body selects the trustees, who in turn select the president and faculty and manage the general business affairs of the institution. Conversely, also, the trustees are responsible to the Kentucky Baptist Education Society. It is expected that at least three-fourths of the trustees shall be active members of regular Baptist churches. Such a method of incorporation and organization as the foregoing is unique, and it has the advantage of attracting support to the college and of giving all who have contributed to its existence and maintenance a share in its direction.

President Campbell entered upon the duties of his office in 1853, and the year and event were highly auspicious for the fortunes of the college, for the new president proved to be one of the most energetic, tactful, and efficient executives Georgetown ever had.

He saw at once the imperative need of an enlarged endowment fund and set himself without delay to the task. Of the "Giddings Fund," less than half of which had been collected, only $10,000 remained, the rest having been absorbed in the completion of the main college building and the enlargement of the campus. The result of President Campbell's laborious efforts was a subscription list of $100,000 for the endowment of the college. Of this amount one-half was collected and invested by the trustees. The rest, carried along for a number of years in the form of personal bonds and pledges,[1] was swallowed up in the civil war, which carried down with it many a Southern institution and brought financial ruin to many a home. Misfortune thus rendered many donors unable to meet their obligations, and the college was obliged to cancel them.

Notwithstanding these severe losses, however, Georgetown College was more fortunate in its investments than many of its contemporaries, and there is abundant evidence of the good management of its affairs in the fact that of the $50,000 of the Campbell fund which had been collected and invested, scarcely any portion of this amount was impaired by the war. This fund was the chief bulwark and support of the college during the trying period following the civil war.

Dr. Campbell died suddenly in 1865, and was succeeded by the Rev. Nathaniel Macon Crawford, who resigned in 1871, owing to ill health, and who, in turn, was followed in September of that year by the Rev. Basil Manly, jr. D. D. Dr. Manly was a native of Alabama, a graduate of the University of Alabama in 1843 and of Princeton Theological Seminary in 1847. He was called to the presidency of Georgetown from his chair in the Southern Baptist Theological Seminary of Louisville, which he had occupied since the foundation of the latter institu-

[1] Many subscribers were permitted to retain the principal, provided they paid the annual interest on the amounts of their subscriptions. This proved an unfortunate arrangement for the college, as in many instances the financial failures of donors caused heavy losses of both interest and principal.

President Manly continued in the office of president until 1879, he resigned to accept again his old professorship in the Southern st Theological Seminary at Louisville. The faculty numbered in the time of Dr. Manly.[1]

ring these last two administrations no general efforts were made to ise the endowment of the college, owing to the danger of conflict efforts that were being made to raise a fund of $300,000 for the ern Baptist Theological Seminary at Louisville. After the civil here was a marked falling off in the number of students in attend- at the college, and this decline was attributed by President Manly eral causes; first, the impoverishment of many families by the war nted them from giving their sons a collegiate education; secondly, se of the narrowing of the field of the college, which had for- extended to the Gulf and beyond the Mississippi River in view appearance of new rivals in the field, like the new Baptist ution, Bethel College at Russellville, in Western Kentucky, and forts of many Southern States in restoring and extending the eff- of their colleges and schools through public as well as private licence.

or two efforts to supply needs of the college are worthy of note. f these was the attempt to endow a professorship to be known as Student's chair,[2] and toward which some $8,000 was collected gh the zeal of Prof. J. J. Rucker, assisted by some of the alumni;[3] he other, the enlargement of the students dormitory, Pawling by the erection of a large wing forming a new front to the old ing. This improvement was completed in 1879. It involved an se of $7,000, the amount being raised by President Manly in ration with Mrs. James F. Robinson and Mrs. D. Thomas, of getown.

. Richard M. Dudley, D. D., was the successor of Manly. Dr. y was born in Madison County, Ky., September 1, 1838, and was nded from a line of Kentucky preachers. He graduated from getown College in 1860. He then entered the Baptist ministry, n 1880 was elected president of his alma mater, being the first ns to attain that distinction. He remained president until his , January 5, 1893, a period of thirteen years, and bears the dis on of having served a longer term than any other president of the ge; but his fame rests upon a more substantial foundation than The college now entered upon a new era. The endowment fund

[1] Manly, Jr., D. D., president and professor of English literature; Danford s, A. M., Greek; J. L. Farnam, LL. D., physical science; J. J. Rucker, A. M., atics; J. N. Bradley, A. M., Latin; R. M. Dudley, D. D., history and modern ges 1872-79; Rev. H. McDonald, D. D., professor of systematic and pastoral gy (The Western Baptist Theological Institute Foundation); L. V. Ware, principal of the academy.

[2] A further account of this effort and its success, see page 151.

[3] account of this fund, together with the purposes for which the different tions were intended, will be found elsewhere. (See pp. 149-152.)

was tripled, new professorships were created, new courses were added to the curriculum, the number of students increased, and coeducation was adopted. The new buildings recently erected were the results of efforts inaugurated by him. Indeed President Dudley's connection with the college was so long and so recent that the college is to-day largely as he left it, and in the description of its present resources and activities, which follows this historical sketch, many of the traces of his handiwork may be seen. After the death of President Dudley in January, 1893, the next choice of the trustees fell upon the Rev. Augustus Cleveland Davidson, D. D., of Covington, Ky., a graduate of the college in the class of 1871. After a six years' service, President Davidson resigned (August, 1898), and Prof. Arthur Yager was chosen chairman of the faculty during the interregnum. Up to the present time (April, 1899), so far as the writer knows, the trustees have not yet selected a president, and the college is therefore temporarily without a head. The college has now completed seventy years of its existence, and during that interval has had eleven presidents, whose average length of term is something over six years.

## ENDOWMENT.

At the close of President Manly's administration (1879) the property of the college consisted of real estate, estimated at $75,000, and invested funds of about $80,000.

During the term of Dr. Dudley, and through his untiring efforts, the endowment fund was largely increased until it amounted to $225,000. To this amount might also be added some $25,000 in notes and personal pledges, which remain as yet uncollected. Again, with the addition of some $65,000 or $70,000 which the college received during the administration of President Davidson, a portion of which represents the fulfillment of promises made to Dr. Dudley, the endowment fund now approximates the sum of $300,000.

The chief specific funds and bequests which were given to the college during the past twelve years, and which form a considerable part of the total endowment, together with the purposes for which they were designed, are as follows:

First. The McCalla-Galloway fund, consisting of a bequest, in 1888, of $15,000 by Maj. F. C. McCalla, and of about $13,600 by W. B. Galloway, esq., both of Scott County, and uncle and nephew. By a combination of the two bequests the trustees established a special professorship, calling it the "McCalla-Galloway professorship of natural sciences;" but in 1892 transferred this professorship to the chair of mathematics.

Second. The Bostwick fund. This is a fund of $25,000 in railroad bonds, with annual interest at 5 per cent, given in January, 1889, by Mr. J. A. Bostwick, of New York. This fund is "to be held by the col-

in perpetuity and the income to be used for current expenses, or e board of trustees may annually direct." It was an original con- n of this gift that the college should raise $100,000 from other es, but Mr. Bostwick made his contribution before this condition entirely fulfilled.

ird. The Macklin fund of $8,000, bequeathed by A. W. Macklin, of klin County, Ky. The interest is used to aid poor young men ying for the gospel ministry in obtaining a liberal education.

urth. The Newton memorial. Miss Mary J. Newton, of Daviess ity, Ky., who died in December, 1892, made provision in her will everal bequests of property to Georgetown College. While the er still remains unsettled, it is probable that these bequests will e a sum in the neighborhood of $15,000. A portion of this amount, 0, is designated as a memorial to her father, Col. William Newton, he income of the fund is to be used for the library of the college.

th. The Pratt memorial. This memorial consists of an interest in ndivided property in Birmingham, Ala., of an estimated value of 0, which was conveyed to the trustees of the Kentucky Baptist ation Society by the late Rev. William M. Pratt, D. D., of Louis- president of the board from 1886 to 1896. This property is to be and permanently invested, the principal to remain in perpetuity he income only to be used for the benefit of the scientific apparatus e college.

th. The Western Theological Institute fund. This fund was ired by Georgetown College in the following way: The Western ist Theological Institute was founded and located in Covington, in 1840. According to a provision of the charter, the trustees chosen about equally from Ohio and Kentucky. The new insti- n was well under way by 1845, and enjoyed considerable pros- y until 1852. About this time disagreements among the trustees the slavery question wrecked its fortunes, and in 1855, the hern and Southern elements being irreconcilable, the board of es decided to sell the property of the institute, amounting to t $200,000, and divide the proceeds equally between the two sets imants. The portion given to the South was transferred by the ucky trustees to Georgetown College and used at first for the tenance of a professorship of theology in the college.

1877 the Southern Baptist Theological Seminary moved to Louis- from Greenville, S. C., and shortly after the idea of maintaining ological foundation at Georgetown was abandoned and the pro- of the fund were used for a number of years for the support of the

er was granted the trustees for this purpose in a special act of the Kentucky ature, approved January 28, 1854. The act also further provided that a ity of the trustees residing south of the Ohio River should have the right to the location of the Western Baptist Theological Institute from Covington rgetown.

president's chair. Though devoted to the exclusive use of Georgetown College, this fund was managed until June, 1891, by a separate board known as the trustees of the Western Theological Institute, a large proportion of whom were also trustees of the college. In that year the fund was formally transferred to the trustees of the Kentucky Baptist Educational Association and the former body ceased to exist. The fund received from the trustees of the Western Baptist Theological Institute, owing to a shrinkage in investments, now amounts to but $40,000.

Seventh. The fund of the Students' Association of Georgetown College, which now amounts to about $22,000. In 1874 Prof. J. J. Rucker started a fund to endow a chair of history and political science and to be known as the students' chair. An association was formed and incorporated by the Commonwealth of Kentucky under the title of The Students' Association of Georgetown College. It was essentially an alumni organization, and the proviso was made that anyone could become a member by subscribing to the capital stock of the association, which was fixed at $20 per share. The alumni subscribed generously until $15,000 in all were raised. This was accomplished by September 1, 1875. But the fund, being deemed insufficient for the purpose intended, was then allowed to accumulate at compound interest until it reached $22,000. In 1884 the trustees appointed Arthur Yager, Ph. D., a graduate of Georgetown College and of the Johns Hopkins University, professor of history and political science, and in 1885–86 the income of the fund of the students' association was used for the first time to pay the salary of the holder of the students' chair. This endowment fund is still managed separately by the students' association, which holds annual meetings during commencement week of each year.

Eighth. The college reading-room fund. President Dudley and his wife, before the death of the former, contributed $2,000 as a foundation for a reading room. The interest of this fund is expended for the maintenance of a file of current American and European periodicals.

Ninth. The Galloway scholarships, a gift of $4,400 (1888) in the will of William B. Galloway, of Scott County, Ky., a trustee of the college and one of the founders of the McCalla-Galloway professorship. This fund is used for the education of indigent students from Scott County, and out of the income five annual scholarships are provided. In case the number of applications for these scholarships exceeds five they are awarded as the result of competitive examinations to the five highest candidates.

Tenth. The Maria Atherton-Farnam chair of natural science. This foundation dates from 1893 and is due to the liberality of Mr. John M. Atherton, of Louisville, Ky., a wealthy and liberal alumnus of the college. The amount of Mr. Atherton's gift was $30,000, and it is a joint memorial created by him in memory of his wife and his father-in-law, the

Prof. J. E. Farnam, LL. D., who occupied this chair from 1839 to
His successor and the present holder of the chair is Prof. John
r Eastwood, Ph. D., a graduate of the University of Michigan.
eventh. The Dudley memorial fund, amounting to $25,000 ($5,000
s amount being given also by Mr. John M. Atherton). This fund,
aising of which is now being completed, is a tribute from friends
alumni of the college to the memory of the late President Richard
udley. The fund will serve as a partial endowment, at least, of
resident's chair.

sides the above-mentioned bequests, various other gifts of small
have been made from time to time to the general endowment fund
e college. The proceeds are securely invested in the following
ities: $100,000 in mortgage loans (yielding 7 per cent interest),
00 in railroad bonds, and the balance, for the most part, in bank
s. These funds are exempted from all taxes in accordance with
provisions of the general statutes of the Commonwealth of Ken-
y.

## BUILDINGS, GROUNDS, AND EQUIPMENT.

e campus is situated on high ground in the south end of the town,
covers about 15 acres. Upon it are located the principal college
ings.

the center of the group and fronting toward the north stands the
building, the first to be erected in the time of President Giddings
). It is a large structure built of brick, and the architectural effect
in and heavy, the front being ornamented with six massive brick
s surmounted by Ionic capitals, a type of architecture so frequently
vith in the public buildings and private residences of the South.
is building until a few years ago contained the chapel, the library,
5 class rooms, in which all of the college recitations were held.
the erection of the new chapel and library building it has been
ed entirely to recitation purposes, and is now called Recitation

the east end of the campus, and next in point of seniority, is
ing Hall. This is one of the men's dormitories and has accommo-
ns for 60 students. It is a T shaped building, the rear or older
on having been built some thirty-five years ago, while the front or
r part was constructed in 1879 at a cost of $7,000. This improve-
more than doubled the capacity of the old hall and made it archi-
rally much more attractive than formerly. The seminary building,
n 200 yards of the campus and surrounded by 5 acres of recreation
nds, is also now used as a dormitory for men, and has a capacity
The occupants of both halls are organized in clubs, with officers
matron in each, who supervise the management of the halls. In
way prudence and economy are studied, as is seen in the statement
the average expense per student, including room rent, is not more

GEORGETOWN COLLEGE—RECITATION HALL (FACING NORTH).

than $9 per month. This is an exceedingly small outlay for the value received. Each student is expected to furnish his own room, and at the end of his college course is at liberty to dispose of his effects to the next occupant upon terms that are mutually agreeable.

The dormitory for the women is known as Rucker Hall, named by the trustees in honor of Prof. J. J. Rucker, LL. D., who for so many years presided over the Georgetown Female Seminary and successfully advocated the adoption of coeducation by the trustees of the college. This building was erected in 1895 at a cost of $30,000. It is commodious, having accommodations for 100 students, and is thoroughly modern in its appointments and comforts.

Unlike the men's dormitories, the rooms in Rucker Hall are all furnished and the rates are somewhat higher, the board and room rent being $160 per year. All young women in attendance upon the college and having homes away from Georgetown are expected to live at Rucker Hall. The hall is under the care of a matron and assistant.

The handsomest and most modern hall on the campus is the New College Building, erected in 1893, at a cost of $35,000, on a site close to and just east of Recitation Hall. It is constructed of brick, with stone base and trimmings, is nicely finished in its interior, with all modern conveniences, is well arranged for the purposes intended, and from the standpoint of architecture and utility is the gem of the campus. In this building are the chapel, library and Dudley reading room, gymnasium, museum, and the two men's literary societies, all of which have commodious and well-arranged quarters. The chapel has a seating capacity of 500 persons.

The library now numbers some 12,000 volumes. A large portion of this collection is made up of gifts of Baptist ministers and other friends of the college from time to time, and the library is well provided with treatises on theology. There is a file of the Baptist Chronicle and also partial files of several old Kentucky denominational and secular newspapers. For a long time there was no fund for the maintenance of the library, and in consequence it was entirely dependent for its growth on the benevolence of friends of the college. Quite recently this deficiency has been partially supplied, and the income of the Newton and Dudley funds, which is about $500 annually, is now used in the purchase of additions for the library and for the maintenance of a file of American and European periodicals in the R. M. Dudley reading room, which is a part of the library. The post of librarian is filled at present by the professor of history and political science, Dr. Arthur Yager, who also has an assistant librarian to aid him in the discharge of the clerical duties of the office.

The museum contains nearly 7,000 specimens, representing the different fields of mineralogy, geology, anthropology, and natural history, all of which have been contributed at various times by generous friends.

The college is also equipped in its laboratories with scientific apparatus valued at $2,000.

e gymnasium, which occupies a part of this building, has an area ) by 70 feet and a height of 26. The equipment is excellent. ve feet from the floor is a gallery and running track, and in the nent there are a swimming pool, baths, and 124 lockers. Regular ise in the gymnasium is now required of all students. Within a nundred yards of the gymnasium is the new athletic field and ter-mile running track.

the addition to the above buildings should be mentioned also the lemy Building, standing about 150 feet to the west of Recitation a small, severely plain brick building, in which is housed the aratory department. This was the successor of the old Rittenhouse lemy Building, and was erected shortly after the building of Recin Hall.

posite the south side of the campus is another lot of 5 acres ging to the college, and upon which the trustees erected in 1890 ne for the president. This house is large, modern in type, and is of brick. It cost $7,000, and was first occupied by the late Dr. . Dudley.

## COEDUCATION.

e history of coeducation at Georgetown College is closely coed with that of the Georgetown Female Seminary. As early as Professor Farnum, who came to Georgetown College with Presi- Giddings in 1839, on grounds hard by the college campus, estab- d a seminary for young ladies. This institution was conducted essfully by him until 1865, when fire destroyed the seminary build- The school was abandoned for a time, but in 1869 was reorgan- this time under the control of the governing body of the college— rustees of the Kentucky Baptist Education Society. Prof. J. J. ter, of the chair of mathematics and physics in the college, became rincipal of the seminary. A new building was erected, and for and the 5 acres of recreation grounds surrounding the seminary rincipal paid to the college an annual rental of $600.

June 10, 1886, the trustees of the college passed a resolution pro- g for the admission of young ladies from the seminary to classes e college, and providing further that the college work thus accom- ed by them should be fully recognized in the degrees conferred them in the seminary by authority of the board. The board was ully took its way, testing public opinion, and had no reason to scouraged at the results of its experiment. Professor Rucker elt was an ardent champion of coeducation in the college, and fre- ly urged the trend of modern higher education in that direction. e was but one more step needed. This was taken April 12, 1892, the Board appointed a committee to consider the question of ng "a new adjustment of the existing relations of the college and ary." President Dudley was the chairman of this committee,

and on June 7 following presented its report. The report was as follows:

Your committee would recommend that in government and instruction Georgetown Female Seminary be turned over to the faculty of Georgetown College, and that so far as they may be prepared for the college classes, the young ladies shall be admitted to these classes and be taught by the college professors.

We would recommend that upon all the young ladies who may complete a course of study leading up to any one of the degrees which the college confers, such degree shall be conferred, whether it be B. S., B. A., or M. A. Further, that to any young lady who may complete the studies a certificate of proficiency shall be given.

We would recommend that the boarding department of the Female Seminary, together with the departments of art and music, be left in the hands of Prof. J. J. Rucker for another year, and subject entirely to his control.

We would recommend that, not later than the 1st day of May, 1893, the president of the college, after consultation with the faculty, shall make a report to a called meeting of the trustees of the Kentucky Baptist Education Society of the practical working of this new plan of conducting the institutions jointly, and, if so recommended by the faculty of Georgetown College, the formal consolidation of the two institutions shall be promulged in the college catalogue of 1892-93, and the names of the young men and young ladies shall appear together as students of Georgetown College. If at the end of the session of 1892-93 it is desired to make a new arrangement for the music, art, and boarding departments of the seminary, there will be ample time for so doing.

Coeducation in the college was now an accomplished fact, for the experiment met with unqualified success, and such was the report of the president before a special meeting of the board of trustees held February 13, 1893. In the college catalogue of 1892-93 the names of the men and women appear together for the first time and on an equal footing in all respects. In the course of a year the departments of music and art were likewise absorbed by the college, and with the building of the new women's dormitory, Rucker Hall, in 1894, and the conversion of the seminary building into a dormitory for men, as described elsewhere, the work of consolidation was complete.

## COURSES OF INSTRUCTION.

The curriculum is now arranged upon the group system. There are three courses leading to the degree of bachelor of arts, as follows: The classical course, the modern language course, and the English historical course. Besides these there are two other courses leading to the degree of bachelor of science—the mathematical scientific course and the English scientific course; and two courses leading to the degree of bachelor of letters—the belles-lettres musical course and the belles-lettres course. Of these seven courses, all except the last require four years' work; the last but three years.

The last two courses are not so severe as the first five and are provided for those who desire to devote their attention to musical studies, the modern languages, and a few other branches in the field of general culture.

e degree of master of arts is conferred upon those who complete 'ear's work of four recitations daily in addition to the full require- s of any of the A. B. courses.

e scheme of courses and degrees now offered at Georgetown Col- (1898) is as follows:

*Synopsis of courses and degrees.*

| urses. | First year. | Second year. | Third year. | Fourth year. | Degrees. |
|---|---|---|---|---|---|
| al course.. | Junior English, junior Latin, junior Greek, junior mathematics. | Senior Latin, senior Greek, intermediate mathematics. | Senior English, chemistry and biology, history, physiology ½. | Psychology, etc., ethics and logic, physics, political science, Bible and evidences of Christianity. | A. B. |
| language e. | Junior English, junior Latin, junior mathematics, junior French. | Senior Latin, intermediate mathematics, senior French, physiology ½. | Senior English, chemistry and biology, history, junior German. | Psychology, etc., political science, Bible and evidences of Christianity, senior German, physics ½. | A. B. |
| h, histor- ourse. | Junior Latin, junior English mathematics. | Intermediate English, senior Latin, intermediate mathematics, history. | Senior English, senior mathematics, political science, chemistry ½, physics ½. | Literary criticism, American history, psychology, ethics, etc., Bible and evidences of Christianity. | A. B. |
| matical, entific se. | Junior English, junior mathematics French or German, chemistry and biology. | Intermediate English, intermediate mathematics, French or German, chemistry and biology. | Senior English, senior mathematics, history, geology and physiology. | Psychology, etc., political science, physics and mechanics. | B. S. |
| h scien ourse | Junior English junior mathematics chemistry and biology | Intermediate English, intermediate mathematics, history, chemistry and biology. | Senior English political science physics and mechanics, geology and physiology. | Literary criticism, American history, psychology, ethics, etc., Bible and evidences of Christianity. | B. S. |
| lettres al course | Junior English junior French or German music. | Junior mathematics, senior French or German, music. | Senior English chemistry and biology, music. | History, political science, music. | B. L. |
| lettres e | Junior English junior mathematics French or German | Intermediate English, intermediate mathematics history, senior French or German | Senior English, political science psychology, ethics etc physiology and geology. | ..... | B. L. |
| ar for the bachelor's degree of the A. B. courses | | | | ..... | A. M. |

e present curriculum, given above, has only been in force during ast three years. Prior to that time there were simply two general es; one a classical course, leading to the degree of A. B.; the

other a scientific course and inferior to the first, which led to the degree of B. S. Each of these courses required four years of study. As indicating the scope of these courses, we find in an early catalogue the following statement:[1]

Any one passing satisfactory examinations in English, physical science, mathematics, history and political economy, and mental and moral philosophy is entitled to the degree of bachelor of sciences. One who, in addition to these, has accomplished the Latin and Greek courses (first, second, and third years), is entitled to the degree of bachelor of arts. * * * The student who, in addition to courses required for the A. B. degree, will accomplish the French and German languages, shall receive the degree of master of arts.

Students aspiring to the A. M. degree were advised to take two additional years, making six in all.

It was further provided also that anyone who wished might elect such courses as he desired without reference to the completion of a course leading to a degree, and upon finishing the full course in any department would receive a certificate of "proficiency" in that department. This feature of the college work, together with the grouping of the studies by departments with a prescribed course in each department, dates from the beginning of President Manly's administration. Dr. Manly was a firm believer in the elective or free system, and sought to open the curriculum to those who could not contemplate a full college course.

Among the recent improvements in the curriculum we note the raising of the requirements for the degree of B. S., making them equivalent to those of the A. B. course.

The recent expansion of the courses of study and the enlargement of the faculty account for the increased facilities of the college and the greater variety of options now afforded the student. The establishment of a department of history and political science in 1885 and a department of English language and literature in 1897 have greatly enriched the curriculum. Besides, there should be mentioned also the addition of a year's study in the Bible and Christian evidences to the president's chair. Excellent courses in French and German are now given, covering two years, of four hours per week, in each language. The trustees have as yet not created a modern-language department, and we find the rather unique combination of German with the chair of Greek and of French with the Latin chair.

Besides the regular courses leading to the above-mentioned degrees, there are other departments of study which have recently been established in the college and have enlarged the elective opportunities of the student, viz:

The School of Music, established in 1894, which is now in charge of a director and faculty of six, and in 1897–98 had an enrollment of 70 students.

[1] Catalogue of Georgetown College, 1889–90, page 21.

e Department of Military Science and Tactics, which was created 94 and is under the direction of Capt. P. M. B. Travis, of the nth United States Infantry. Military drill is required three times k of all students, except of seniors and others who have special sufficient reasons for exemption. All students enrolled for military are required to wear a regulation cadet-gray uniform.

e Normal Department, under the direction of a principal and as tant. This department was created in the winter of 1895. Its t is to provide a course for those who desire to fit themselves for ions in the public schools of Kentucky, and also for those teachers desire to perfect themselves in matters and methods of study. normal course begins on January 24, and continues for sixteen s, with six working days each week. The studies include those are required by law for county and State certificates, while some tion is given to pedagogy and laboratory work in the physical ces. Tuition is free, save the matriculation fee of $5, and col- classes and the other activities of college life are freely opened to class of students. Success has attended the introduction of this rtment. The first session (January, 1895) opened with a class of ty two teachers. The number in 1898 was fourteen.

ere is also an art department and a department of public speak- nd reading, each in charge of one instructor, and the work in each ctive and the charges extra.

ere is also a practical business course, covering one year's work, including studies in business arithmetic, commercial law, book- ing, and stenography.

## THE ACADEMY.

e academy is as old as the college and is the preparatory depart- of the latter. In fact, it is a part of the college, under the man- ent of the same trustees and the same faculty. It is a large and t feeder, and a considerable portion of the college students have part, if not all, of their preparatory training here. The academy ty includes a principal, an associate principal, and three assistants. [illegible] divided into five grades, covering in all five years, [illegible] grade with arithmetic, mental and practical; [illegible] geography, history, reading, spelling, and pen- [illegible] in the fifth grade with the the following [illegible] and algebra, grammar and rhetoric, Latin [illegible] year, and physical geography. After [illegible] are ready for admission to college.

## [illegible]

[illegible] Education Society [illegible] County, Ky., and [illegible] students for [illegible]

Bardstown Male and Female Institute, of Bardstown, Ky., has within the past year also been recognized as an affiliated school, and, as in the case of the students from the two academies previously mentioned, its graduates are admitted to the college without examination.

### ADMISSIONS.

The requirements for admission to the college are not severe, and in this particular there is room for improvement. However, it is but fair to say that this is typical of educational conditions in the South, where there is great need of building up the work of secondary education and a sharper and better differentiation as well as coordination of work between the fitting school and the college.

In the last catalogue we find nothing on the subject of "admission to college," though in an earlier issue we do find these statements: "Candidates for admission to the junior Latin or Greek (freshman work in the classical course) must sustain an examination in the preparatory department. * * * For admission to any class in the college a fair acquaintance with the English grammar, geography, and arithmetic is required." * * *

### EXCERPTS FROM THE COLLEGE LAWS.

Attendance at the college chapel every morning at 9 o'clock is compulsory; likewise attendance upon the Sunday services of some one of the churches is required, and one of the formalities at the Monday chapel is the calling of the roll to determine whether or not this requirement has been met.

Students must obtain the approbation of the faculty in the choice of a boarding house.

No student will be permitted to be absent from his rooms after 7 o'clock at night, without leave, except to attend church or the voluntary societies connected with the college.

No student shall attend any exhibition of an immoral tendency or frequent any barroom or tippling house.

No student will be permitted to enter upon the grounds or premises of other persons so as to molest or injure property, or to associate with idle or vicious company, or to engage in a frolic of a noisy, disorderly, or immoral nature.

No student shall carry about him deadly weapons, or take any part in a duel, on pain of immediate expulsion.

Parents and guardians who live at a distance are requested to appoint someone to act as fiscal guardian of their children and wards at the college.

Ministerial students are instructed without charge for tuition.

No young minister should think of leaving home for college until he has received a fair common-school education [a piece of excellent advice too often unheeded].

Such a student will not be retained any longer than he evinces true piety and encouraging improvement in his studies, and, as tuition is gratis, a note of obligation to refund, with interest, the amount of tuition received shall be taken each session, which shall be in force only when the deportment shall disappoint or where the ministry shall be abandoned or made subordinate to some secular pursuit.

For Sunday and all public occasions the young ladies are required to wear uniforms of substantial inexpensive material, suitable to the seasons, but for school purposes they are requested to wear simple clothing.

e object of this requirement is to prevent unnecessary ostentatio
lisplay on the part of some who might be blessed with more abun
means than others of their classmates and perhaps with an admix
of bad taste. Such a bad ethical example would offend the dic
of common sense. No such requirement, however, is exacted of
nen.

THE LITERARY SOCIETIES.

accordance with the traditions of the South, and of Kentucky in
cular, a great deal of attention is paid by the students to the art
ublic speaking and debate. The college is proud of her three
ties, the Tau Theta Kappa, the Ciceronian, and the Eneplan, the
two for the men, the last for the women of the college.

e Tau Theta Kappa and the Ciceronian are rival societies and
has a large and well-furnished hall in the new college building.
were organized about the same time, in 1839, in rooms of the old
nhouse Academy building. In the newer academy building,
ed in its place, quarters were provided for each of these societies,
ere they remained until 1894, when they moved into the new college
ing. They have meetings once a week, and the programme, which
ctically the same as that adhered to from the foundation of these
ties, is as follows: Oration, declamation, debate, reading, criticism,
racle. The societies are incorporated, and during the commence-
season confer diplomas upon their graduating members. They
a small amount of personal property, the most important part of
h is the library and the banner of the society. Each of them has
ll-selected library of about 4,000 volumes, and these collections
as important adjuncts to the college library, and in some respects
uperior to the latter. These societies have now a membership of
Each holds occasionally public exercises and once a year a public
matory contest and in addition contributes three contestants to
rimary oratorical contest in the spring, from whom (six in all) an
r is chosen to represent the college in the intercollegiate contest
in Lexington, Ky.

e Eneplan Society is similar in many particulars to the men's
ties. It was organized in January, 1871, in the old Georgetown
ale Seminary, its object being cultivation by debates, essays, reci-
ns, selections, criticisms, etc., and a good deal of attention is now
to literary studies of well known authors. Meetings were held
arly in the chapel of the old seminary building until 1896, when
ociety moved into the quarters provided for it in the new Rucker
The society was incorporated June 11, 1895, under the laws of
ucky and a charter granted, and since that time has, like the men's
ties, conferred diplomas upon its graduates during commencement
Their library now numbers about 350 volumes.

ese societies are on friendly terms with one another. Between the

men's societies, however, there is always considerable rivalry for prestige. At the opening of the academic year there is active "campaigning" for recruits among the new students by both societies and at times the contest waxes warm. This over, the best of relations usually prevail. There are no fraternities or secret societies at Georgetown.

### THE INTERCOLLEGIATE ORATORICAL ASSOCIATION OF KENTUCKY.

The greatest event of the academic year, from the point of view of the student, is the intercollegiate oratorical contest. The association was organized in 1888 and now embraces five Kentucky colleges, as follows: Georgetown, Centre College, State College, Kentucky University, and Central University. Each college sends one representative to this contest, which occurs on the first Friday in April. Lexington is the meeting ground, though the plan was formerly to alternate between the different institutions. The greatest enthusiasm is exhibited at these contests, comparing favorably with the display of enthusiasm shown over great athletic victories in many an Eastern college, and the winning orator is awarded a handsome medal, which is a source of lifelong pride.

There have been eleven of these contests in all, Georgetown having won three[1] of them and holding second place, next to Centre College, the winner of four.

There are other activities at Georgetown College, for the promotion of which there are various organizations. It will suffice, perhaps, to mention the college Young Men's Christian Association, which, in addition to the regular religious exercises in the college, also conducts a city mission work, and the athletic association, for the general direction of the various athletic sports and games, and which every student is expected to join, otherwise he is excluded from the privilege of engaging in athletics.

### COLLEGE PUBLICATIONS.

The first college catalogue was published in 1846, and every year since then a catalogue has been issued with the exception of the first two years of the war—1861–62 and 1862–63. At intervals of five years the college issues also a general catalogue containing complete lists of the trustees, professors, and graduates of Georgetown College. There are no annually published president's or trustees' reports or statements.

In 1850 the Ciceronian Literary Society began the issue of the first student publication, called the Ciceronian Magazine, a monthly of 40 pages, and the first of its kind in the West. This publication was continued for six years, when it was stopped for lack of support. In

[1] The winners of these contests are as follows: In the contest of 1891, J. Macklin Stevenson, '92; in the contest of 1895, James Madison Shelburne, '97; in the contest of 1897, Will P. Stuart, '97.

h, 1857, the Georgetown College Magazine appeared as a sue-
r, with the joint support of the two societies.
ter a few years it was abandoned, but revived again in 1885,
nued for two years longer, and was then finally discontinued.
ntly, however (January, 1896), a new college journal has appeared
r the title of the Georgetonian. This publication is conducted by
hree literary societies in cooperation with the faculty, and is still in
ence. In 1898 appeared the first college annual, Belle of the Blue.
oint product of the three literary societies and of the Y. M. C. A.

OFFICERS OF THE COLLEGE.

orgetown College has had since its foundation 11 presidents and
rofessors and tutors on its rolls. Some of the latter gave the
er parts of their lives to faithful work in this institution, notably
essor Farnam, who served the college in the chair of natural
ce from 1839 to 1887; Prof. Danford Thomas, who occupied the
of Greek and Latin from 1838 to 1882, and Prof. J. J. Rucker,
as professor of mathematics and astronomy, began his career in
getown College in 1855, served as principal of the seminary from
until 1892, and is still in active service, his chair at present being
ematics and physics.
e roster of the present faculty (June, 1898), together with their
rtments, is as follows:
gustus Cleveland Davidson, D. D., president[1] (R. M. Dudley
orial chair, professor of psychology, ethics, logic, and Christian
ences; James Jefferson Rucker, LL. D. the McCalla-Galloway
ssorship, professor of mathematics and physics; Arthur Yager,
D. the students' chair, professor of history and political science;
Foster Eastwood, Ph. D. the Maria Atherton-Farnam chair of
ral science, professor of chemistry and biology; Joseph Edward
y, Ph. D., professor of Greek and German; John Calvin Metcalf,
L., professor of English language and literature; David Edgar
e, A. M., professor of Latin and French; Capt. P. M. B. Travis,
t Point, Eleventh United States Infantry, military science and
s.
sic department: Charles Edward Hills, director; Miss Elise
t, vocal and physical culture; Miss Cornelle Overstreet, piano
theory; Miss W[illegible]a Smith, violin; Miss Jennie Garnett, piano;
[illegible] Ewing, piano and organ.
[illegible] Stonewall Jackson Pulliam, A. M., principal; Miss
[illegible] Pulliam, associate principal; Miss Eugenia Pulliam,
[illegible] Miss Margaret Hackley, assistant; Miss Sallie Ann Tarle
assistant.
[illegible] department: Alvus Lemuel Elhoton, principal; W. Marion
[illegible] assistant.

[illegible] At present acting as chairman of the faculty.

Art department: Miss Kate Wilson.

Public speaking and reading: Miss Mary S. Hamilton.

Officers: The president, superintendent of college property; Arthur Yager, librarian and secretary of faculty; James Kirtley Nunnelley, assistant librarian; J. E. Harry, director of gymnasium; Rev. W. B. Crampton, general agent.

### THE BOARD OF TRUSTEES.

The board of trustees consists of twenty-four members. Each member is elected for a term of four years, and one-fourth of the entire number retire at the end of each year and are eligible to reelection. The officers of the board are a president, a recording secretary, and a treasurer. Beside these, there are two important committees: (1) the executive committee of eight, made up of the three officers of the board, the president of the college, and four other trustees (the chairman of this committee is the president of the board, ex officio), and (2) the board of ministerial education, a committee of four under the chairmanship of the president of the college.

During its entire history the college has been served by 108 different trustees,[1] and the board has had 8 presidents. The presidents of the board, with their terms of office, are as follows: (1) Silas M. Noel, Frankfort, Ky., 1829 to (unknown);[2] Elder Thomas P. Dudley, Lexington, Ky. (unknown) to 1838; (3) Roger Quarles, esq.,[2] 1838 to 1856; (4) R. M. Ewing, M. D.,[2] 1856 to 1864; (5) Governor James F. Robinson, Georgetown, Ky., 1864 to 1881; (6) D. A. Chenault, esq., Richmond, Ky., 1881 to 1886; (7) William M. Pratt, D. D., Louisville, Ky., 1886 to 1896; (8) John A. Lewis, M. D., Georgetown, Ky., 1896 to ——.

Judge George V. Payne, A. B., of Georgetown, has faithfully and efficiently served as treasurer of the college since 1873, and is the present holder of that office. Upon him falls a large share of the responsibility for the investment and care of the college funds, and in turn he merits a considerable share of the credit for the success with which these trusts have been administered during the past twenty-six years.

### GRADUATES.

The graduates of the college now number 537. Among these names we find all walks of life represented, and many who have distinguished themselves in the pulpit, press, and the bar, and have become eminent in the public service of the country. In the legislature, in Congress, in the judiciary, and in the diplomatic service are found alumni of Georgetown. The number of students enrolled during the history of the college is much larger than is indicated by the number of gradu-

[1] A list of the trustees will be found in the last (fourth) general catalogue of Georgetown College (1895), pp. 55–57.

[2] Records lost or incomplete.

as a large number left college before the senior year, but there is eans of knowing the exact number, as a considerable portion of early records were accidentally destroyed by fire.

e catalogue of 1897–98 shows a total enrollment of 357 students in ge, academy, and normal department. Of these, 179 are in college, the normal course, and the rest in the academy. Of the total ser 225 are men and 132 are women.

ntucky is represented by 320 students, the remaining 37 being n from 14 other States.

e academic year is divided into two terms. The first term begins e first Tuesday in September, the second term on the fourth Tues- in January, and closes with commencement day on the second nesday in June.

## COMMENCEMENT.

e chief events of commencement week are the baccalaureate ser by the president, in the college chapel, on the Sunday (at 10 a. m.) sling the second Wednesday in June. This is followed in the ing by the sermon before the Young Men's Christian Association, lly preached by some distinguished alumnus.

Monday evening occurs the annual address before the literary ties. The address of 1898 was given by President B. L. Whitman, ., of Columbian University, Washington, D. C.

Tuesday afternoon the board of trustees meets, and at a later the Woman's Association of Georgetown College (organized in . At 5 p. m., the same afternoon, the Kentucky Baptist Educa- Society meets for the election of trustees and other business. At t an address is delivered before the students' association.

Wednesday, commencement day, college degrees and honors are ded at the morning exercises; in the afternoon the literary societies r diplomas upon their respective graduating members, and at occurs the president's levee, with which the exercises of com- cement week are always concluded.

Georgetown there is no class day, which forms so marked a fea- of the commencement festivities in many of our American colleges.

## THE OUTLOOK.

e immediate outlook for Georgetown College is highly encourag- In its past achievements and in the character of its graduates is l inspiration for the future. The increase in the attendance of nts, the expansion of the courses of study, the recent growth in ndowment, the new buildings and enlarged faculty, and better tus generally, all these are signs of progress. The college has that could its own in comparison with the efforts of its contempo- s and rivals. Kentucky is well endowed with institutions of learn- Only 12 miles from Georgetown, at Lexington, are two vigorous

competitors, Kentucky University and the State College, and within a range of 40 miles are two strong rivals in Centre College, at Danville, and Central University, at Richmond. Each of these, to be sure, has in a limited degree its peculiar constituency, and yet they are all laborers in the same field.

Georgetown has many needs and is doing what it can to supply them. A general agent of the college, the Rev. W. B. Crumpton, is kept constantly in the field, and his work is twofold: First, presenting the claims of the college to prospective students; and, second, securing financial aid for the work. The agent is also at present cooperating with another organization of the college, formed only two years ago, the Woman's Association of Georgetown College, in the effort to raise a fund of $50,000 from the women of Kentucky to create the woman's endowment. The object of this fund is "to help poor girls in securing an education."

In conclusion, it would be only fitting to record the sentiment of the trustees expressive of the confident faith of these officers in their trust:

To Him to whom it was consecrated by our fathers in the beginning, and whose blessing has ever attended it, we commend it for the future.

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# Chapter V.

## OTHER MALE AND COEDUCATIONAL INSTITUTIONS.

### KENTUCKY MILITARY INSTITUTE, LYNDON.

e foundation and a large part of the subsequent success of Ken- y Military Institute are due to Col. R. T. P. Allen, who graduated honor at West Point in 1834, and served with credit in the Regu- rmy of the United States until the end of the campaign of 1836-37 nst the Seminole Indians, when he retired to private life. In 1838, came professor of mathematics and civil engineering in Allegheny ge, Meadville, Pa., which position he resigned, in 1841, to accept a ar chair in Transylvania University, at Lexington, Ky., then under presidency of Dr. Bascom, of the Methodist Episcopal Church, of Colonel Allen had, by that time, become a regular clergyman. ile holding his chair in the university at Lexington Colonel Allen ived the idea of founding a high-grade school, in which military ing should be a prominent feature. Accordingly, having resigned rofessorship, he in 1845, with the cooperation of citizens of the unity, established the Kentucky Military Institute, which was ed at Farmdale, 6 miles from Frankfort, Ky., on the site of old klin Springs, a noted health resort since the early history of the

e school was opened in the fall of 1845, and 30 cadets were in dance during its first session. During the second session the culation increased to 40, and in the course of this year, on Janu- 0, 1847, an act of incorporation for the enterprise was secured from egislature of the State, according to the terms of which the insti- was placed under the direction and control of a board of visitors nted by the governor of the State, who is, ex officio, inspector of stitute. The superintendent, faculty, and cadets are constituted military corps, the officers being commissioned under the seal Commonwealth and being responsible to the board of visitors faithful performance of their prescribed duties. The institu has always been really a private enterprise, its only relation to State being that the latter furnishes its military equipment and es supervision over its military organization.

Colonel Allen was connected with the management of the school from its foundation until 1874, except that he severed his relation with it in 1848 for a short time, and again from 1854 to 1865, during which time he was at first engaged in educational enterprises in Texas, and later served in the Confederate army with distinguished gallantry as a colonel of infantry.

During the early history of the school Col. E. W. Morgan, also a graduate of West Point and an educator of reputation, was associated with Colonel Allen in the institution, being joint proprietor from 1851 to 1854 and becoming sole proprietor in 1855. Colonel Morgan was a valuable coadjutor of Colonel Allen, and conducted the institution with success himself until the opening of the civil war in 1861, when most of the cadets left to join the armies, mainly that of the South, from which section they chiefly came, and the school was closed until 1865, at which time Colonel Morgan severed his connection with it. He subsequently became professor of engineering and architecture in Lehigh University, Pa.

Two courses of good compass had been early inaugurated by the management of the institution; one, in which ancient languages was prominent, leading to the degree of A. B.; and the other, in which mathematics was the principal feature, leading to the degree of C. E. The school was quite successful during this early period of its history, its students rising in number to 150 in 1851 and numbering 154 just prior to the war. The first graduating class of 4 members was sent out in 1851, and for the next ten years from 8 to 21 were graduated each year, the total number of graduates up to 1861 inclusive being 144. The alumni of the institution took a prominent part and secured a high position in the civil war, as it furnished in that struggle two major-generals, three brigadier-generals, and a number of colonels and officers of lesser rank. Since its students were mainly from the South, the majority of them naturally espoused the cause of that section.

In 1865 Colonel Allen again took charge of the institute, which soon had a larger attendance than ever before in its history, there being 166 students in 1866-67 and 177 in 1867-68. The success of the school continued under Colonel Allen's management until 1874, when he decided to retire from the profession of teaching, in which he considered he had earned a well-merited rest. He had certainly discharged with credit his duties as a minister of the gospel, as a soldier, and as an educator.

He was succeeded in the superintendency of the school by his son, Col. R. D. Allen, who had graduated from the institute in 1852, and, after engaging in other educational enterprises, had, since 1866, been associated with his father in the institute faculty. He remained as superintendent of the school until 1887, when, after an interval of a year, he was succeeded in the position by Col. D. F. Boyd, LL.D., a graduate of the University of Virginia and a teacher of many years

ience. Under these superintendents commercial and normal es were added to the previous curriculum, and the institution was wise kept abreast of the demands of the time. It was upon the fairly prosperous, but on account of the competition of endowed ls and the financial stringency gradually became less so until when Colonel Boyd resigned and the school was suspended for a

1896 Col. C. W. Fowler, recognizing that there was still a field for an institution in its distinctively military character and governand its endeavor as far as possible to suit the needs of each idual student, secured the removal of the institute—charter, equip, and all—to Lyndon, 9 miles from Louisville, Ky., considered in ways a more eligible location than the old one.

onel Fowler is an alumnus of the institution, having been a mem f the class of 1878, subsequent to which he had been for several connected with its faculty. For the past six years he had been intendent of the Kentucky Training School at Mount Sterling. He became the superintendent of the Kentucky Military Instion September 1, 1896, when it was opened in its new quarters.

new situation and external equipment of the school may perbe best described by the following quotation from its catalogue 97:

buildings comprise the fine, old Ormsby mansion, a substantial brick structesides two smaller frame buildings and a gymnasium and drill hall; these ngs are situated in a beautiful blue-grass lawn of about 4 acres, shaded owering forest trees and evergreen pines. * * It is so perfectly adapted ool purposes that it could scarcely be improved upon if built to order.

dormitories connected with the institution furnish accommodafor 80 students.

der the present management the former college courses have been ed and enlarged by the institution of a scientific course which itutes modern for ancient languages and the addition of such new ies as manual training. For those who are not candidates for a e there is a practical course of three years in which science is asized, and a commercial course of two years. There is also a atory course of one year.

s aimed to have the educational methods used suited, as much as ble, to the needs of each cadet, and to this end it is expected to the attendance limited to not more than 100 students, probably The patronization so far has been fully as good as, or better than, s during the corresponding period subsequent to the original lation. Two degrees have been conferred each year under the new gement. The present faculty has 5 regular professors, 4 special ers, and 1 cadet assistant.

institute has been one of the leading military schools of the . Fifteen States were at times, under the administration of the

SOUTH KENTUCKY COLLEGE—MAIN BUILDING

elder Colonel Allen, represented in its matriculation, and its graduates and matriculates are to be found in every Southern and in many of the Central and Western States. Up to 1878 its total number of matriculates had been 3,049, and of graduates 242. Up to 1893, a period of forty-eight years, it had an average matriculation of about 100 cadets, making its total enrollment to date about 5,000. Its graduates now number about 400 and have, many of them, taken an honorable rank in other professions besides that of arms. Up to 1878, 50 of them were known to have become lawyers, 21 physicians, 11 teachers, 9 civil engineers, and 5 clergymen.

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## SOUTH KENTUCKY COLLEGE, HOPKINSVILLE.

This institution was intended primarily for the education of women only, and was conducted as an exclusively female college for a number of years. Its original charter was obtained from the State legislature in February, 1849, and places it under the management of nine trustees, who are empowered—

> To make all such rules and ordinances necessary for the government of said institution as shall not be repugnant to the constitution and laws of the United States and of this State.

The design of its founders was to make it undenominational, but positively Christian, and the Bible was from its beginning given a prominent place among its text-books

Its incorporators and those mainly instrumental in its establishment were John M. Barnes, Henry J. Stites, Benjamin S. Campbell, John B. Knight, W. F. Bernhard, Robert L. Waddell, Jacob Torian, Isaac H. Caldwell, and W. A. Edmonds. These trustees were identified with the Church of the Disciples, or Christian Church, and the college has since remained under the patronage of that denomination.

The college was located by its charter in Hopkinsville, and was first opened there in the autum of 1849, with John M. Barnes as its first president. Mr. Barnes died in 1851 and was succeeded in the presidential chair of the institution by Enos Campbell, under whose administration it became necessary to erect new buildings in order to accommodate the increased patronage. To obtain the necessary funds, agents appointed by the board of trustees made an appeal to the church and the friends of the college generally. The liberal response given to these efforts resulted in the raising of about $30,000, which was expended for additional grounds and a new building, the latter costing $25,000. The grounds constitute the present campus of 12 acres, situated on a beautiful elevation overlooking the town from the east

splendidly shaded by native forest trees. The new building was
pleted in 1858.

e patronage of the institution continued to enlarge in its new
ters, and its prosperity was uninterrupted until the spring of 1862.
its work was suspended for several months by the military occu
n of Hopkinsville incident to the civil war, its buildings being
during this interval by the Confederate troops as a hospital. At
time President Campbell severed his connection with the institution.
e college was, however, reopened in September, 1862, under J. W.
as president. Mr. Goss was succeeded in 1870 by T. A. Cre-
, who remained at the head of the institution until 1876, when
. Cave became president and remained so until 1881. Under the
tion of these executive officers the college steadily regained its
er prosperity, its attendance being such as to make it more than
sustaining and to allow considerable improvements in its equip
. In 1876 the faculty was composed of five members and there was
nrollment of 115 students, which seems to have been about the
age matriculation during this period of its history.

students at this time represented a number of the Southern and
tern States, and its list of graduates was large. Many of these
me successful teachers, and together with the other alumnæ began
ake the institution favorably known, particularly throughout the
mination under whose auspices it was being conducted. That
, however, especially the portion of it located in southern Kentucky,
ed a college where its sons as well as its daughters could be edu-
l, and in recognition of this demand the trustees of South Ken-
y College, at a meeting held on November 24, 1879, resolved to
steps to put that institution on a different and broader basis.
aim was to so enlarge the faculty and so extend the course of study
raise the standard of scholarship as to make them equivalent to
required in first class male colleges, and then make the institu-
fully coeducational. Accordingly the necessary amendment to the
er was secured early in 1881, which provides "for the instruction of
tudents therein in the arts and sciences and in all necessary, use-
nd ornamental branches of a thorough and liberal education such
e taught in the best colleges."

a meeting of the trustees, held on February 7, 1881, it was deter-
d, in order to make the course of instruction as broad as possible,
only to continue the former departments of music and art, and to
n, in addition to a preparatory course of one year, a classical
se of four years and a scientific course of three years, but also to
a normal course of two years, a commercial course of one year, an
ural course of two years, a ladies' course of two years, and an
ntal course in international, constitutional, and commercial law
e year. Certificates were to be conferred in all these courses,
pt the classical, scientific, and ladies' courses, in which the usual
es of A. B., B. S., and M. E. L. were to be granted.

The college was opened under its amended charter as a coeducational institution on the first Monday in September, 1881. President Cave remained at its head under the new order of things. He was assisted in the work of instruction by a faculty which, besides additional instructors in music, art, and domestic economy was, including the president, constituted as follows: R. C. Cave, M. A., president and professor of the English language and literature, philosophy, and logic; S. R. Crumbaugh, M. A., C. E., LL. B., professor of mathematics, mechanics, and astronomy; M. L. Lipscomb, M. A., professor of Latin and Greek; H. T. Suddarth, M. A., professor of pedagogics, commerce, and assistant in English; G. H. Fracker, M. A., professor of natural science and agriculture; R. T. Steinhagen, professor of music, modern languages, and history; J. A. Young, M. D., professor of zoology, anatomy, and physiology; Hon. J. W. McPherson, professor of international, constitutional, and commercial law.

The institution had at the time acquired the foundation of a good reference library and had ample scientific apparatus for all ordinary uses. In 1881-82 there were 121 students enrolled, 69 of whom were females, and, at the end of the year, there were five graduates in the scientific course, nine in the ladies' course, three in the normal course, and four in the commercial course. In the next year, for some reason, the matriculation declined to 89 altogether, with four graduates in the ladies' course and eight in the commercial course. At the end of this year President Cave resigned and was succeeded by B. C. Deweese, M. A., who, however, seems to have remained in the presidential office only a few months, being succeeded early in the next scholastic year by S. R. Crumbaugh, M. A., LL. D., by the beginning of whose administration the courses in law and agriculture had been dropped and the scientific course lengthened to four years.

Soon after the assumption of his office by President Crumbaugh, considerable improvements were made in the college property in various ways, and its affairs were in an auspicious condition when, on February 4, 1884, its prosperity was apparently blighted by a fire which destroyed its main building, with a loss of several thousand dollars above the sum for which the structure was insured.

The exercises of the institution were suspended until the next September, but its trustees met the next day after the fire and resolved to rebuild at once. Funds were raised, through the energy of President Crumbaugh and other friends of the college, and a new building, in every way handsomer and better adapted to its purposes than the old one, was ready for occupancy by the 1st of the following July. This building, which is now in use, is a fine brick structure, three stories in height, with a front 108 feet wide, and two wings, one of them 120 feet and the other 90 feet deep. It afforded considerably larger accommodations than had before been enjoyed.

At the opening of the next year the faculty of the institution was

'ged and the scope of its instruction considerably widened, a mil-
department being attached to it, a course in civil engineering and
leading to the degree of bachelor of letters instituted, and the
aratory course extended to three years. Its patronage also was
much increased, there being 170 matriculates in 1885–86, so that
emed to be benefited rather than injured by the apparent calamity
h had befallen it. President Crumbaugh remained in charge of
nstitution until 1887, there being 168 students the last year of his
nistration. He remained as a member of the faculty for some time
his resignation as president.

s successor in that position was James E. Scobey, M. A., who had
vice-president of the faculty during the previous administration.
ident Scobey remained in office for three years, during which the
age attendance had considerably decreased, but the number of
ents going forward to a degree considerably increased, the num-
of degrees conferred during his administration being quite equal
not more than all that had been granted before since 1881. In
President Scobey resigned and A. C. Kuykendall, M. A., became
uccessor as executive head of the institution, a position which he
retained for three years, retiring from its duties in 1893, when
. J. W. Hardy was elected to the position. Professor Kuykendall
ince remained one of the prominent professors of the institution.
ofessor Hardy was not only president, but financial agent as well.
ppeal being made at the opening of his administration to secure a
r equipment and an endowment for the college, sufficient funds
soon raised to erect, at a cost of $10,000, McCarty Hall, a well
ged and commodious dormitory with accommodations for 30 young
besides a large society hall. Within the next two years some-
g over $10,000 was contributed for other purposes, $6,000 of which
s the beginning of the first endowment of the institution, for it
previously depended entirely on tuition fees for its support and
ncement. During President Hardy's administration the average
al matriculation was about 160, a considerable advance over that
veral years previous.

1897, upon Professor Hardy's resignation, Prof. S. S. Woolwine, for
mber of years past prominently connected with various educational
prises in Tennessee, was elected president of the college. The
e year Professor Woolwine has presided over the institution has
essed the increase of its matriculation to 186, the largest since
, and probably the largest in the history of the institution. These
ents were from seven different States; 98 of them were young men
ss young women, which is a reversal of the ratio in the numbers
e two sexes during most years since coeducation was introduced.
present faculty is composed of ten members, one of whom—Prof.
. Steinhagen—has been a successful teacher in the institution for
nteen years or more.

PRESIDENT'S HOUSE.
R. LONG HALL.

MAIN BUILDING.

BETHEL COLLEGE, HOPKINSVILLE.

The average number of graduates from the college in recent years has been about 8, who have been about equally distributed among the three principal courses leading to the degrees of bachelor of arts, bachelor of science, and bachelor of letters. A number of the graduates of the institution have attained success in the different learned professions, especially in that of teaching.

The present course is divided into the departments of ancient languages, mathematics, science, mental and moral philosophy, English, modern languages, normal instruction, Bible instruction, commercial instruction, and elocution and oratory. It is arranged in the three courses indicated above, the basis of each of which, respectively, is ancient languages, modern languages, and English. The first two extend through four years each and the last three years. Besides these, there is a teachers' course of two years, a commercial course of one year, and excellent opportunities are offered in music and art. Certificates are granted in these departments. There is also a preparatory course of one year. The degree of M. A. is conferred upon those who have completed the classical course and have spent one year in post-graduate work at the college or two years in literary work elsewhere.

South Kentucky College has done a valuable educational work for many years practically without endowment. If its friends will only rally around it and furnish it the means for which it is now appealing, its permanency will be assured and its usefulness greatly enlarged for the future.

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This sketch is based mainly on a sketch of the college contained in the catalogue of 1881-82, the facts of which have been confirmed and enlarged by reference to other catalogues, to reports of the Commissioner of Education, and to Henderson's Centennial Exhibits, as well as by other facts furnished by President Darby and Dr. James A. Young, of Hopkinsville. Use has also been made of a sketch in A History of Christian County, by W. H. Perrin, Chicago, 1882.

## BETHEL COLLEGE, RUSSELLVILLE.

The want of an institution to supply the educational needs of the church in the southern and western portions of the State had long been felt by the Baptists of Kentucky, and the question of its establishment had been somewhat discussed, especially at the general association held in October, 1848. The preliminary steps for the actual organization of such an institution were, however, taken by Bethel Association at its meeting in Hopkinsville, Ky., in September, 1849, when Rev. Samuel Baker, D. D., as chairman of the committee on education appointed at the previous session of that body, reported in favor of establishing, "at some eligible point within the bounds of the association and under its name, an academic institution, something inferior to a college or university and superior to the ordinary common and primary schools,"[1] the aim of the contemplated school at that time being

[1] Russellville Ledger for April 25, 1896.

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### BETHEL HIGH SCHOOL.

Mr. Blewett at once gave his personal note for $6,000 to insure the early completion of the building erected by Mr. Long and took the field, already thought to be quite fully canvassed for that purpose and in which there was considerable competition from other church educational enterprises, to raise the needed amount. By twelve months' work, laboring almost day and night, without allowing his ardor to be dampened or his energy checked by seemingly adverse circumstances, Mr. Blewett succeeded in having the building finished and furnished, at a cost of $8,000, being able by advancing much of this amount out of his own means, to have this accomplished by January 1, 1854.

As a result of these efforts, Bethel High School was first opened on January 3, 1854, Mr. Blewett, with one assistant teacher, constituting its first faculty. The first assistant teacher was George L. Hayes. A charter was secured for the school on March 9, 1854, and during its first session 25 students were in attendance. The salary of the assistant, however, absorbed all the fees paid by these, and so the principal received nothing for his services, as indeed seems to have been the case for eighteen months after he accepted the position.

Moreover, his own funds were now exhausted, and so affairs looked quite gloomy in the summer of 1854; but not despairing, he again took the field to solicit funds and students, and although he did not secure much of the former, the attendance was considerably increased the second term. The debt, however, pressed heavily upon the school, and Mr. Blewett was severely taxed for a time to keep it going. Meanwhile, its excellent corps of teachers, which was maintained notwithstanding the desperate condition of its affairs, was adding to its reputation and attracting a well paying patronage, which soon relieved its pressing financial embarrassment. By September, 1855, it had three[1] teachers besides the principal and an enrollment of 125 students, and its general prosperity began to attract a wider notice.

The favorable consideration it was receiving at the hands of the public caused its friends to become more ambitious in their aims, and accordingly, under the instructions of Bethel Association, its trustees applied to the State legislature for a charter converting it into a college. This instrument, which was secured on March 6, 1856, changed the name of the institution to Bethel College, and conferred upon it powers sufficient not only for the operation of a college, but of a university as well, if it should ever aspire higher. By the terms of its

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charter the control of the institution was placed in the hands of Green River Baptist Educational Society," where it remained for years.

BETHEL COLLEGE.

The new college was opened in the autumn of 1856 and had, first faculty, in addition to President Blewett, Augustus Mas Ph. D., professor of languages; C. D. Lawrence, professor of ematics, and David Hardy, jr., principal of the preparatory depart In 1857 H. H. Lummis was added as professor of chemistry.

One hundred and fifty students were enrolled the first year, b condition of the institution at the time is well shown by the foll quotation, in which it is said Mr. Blewett had been made presid "a college without endowment, library, apparatus, or any other ance, except a good building, a good number of students, and a working faculty."[1] So the prospects under the new order of t were not very bright and President Bl ett had almost, if not as great a struggle to maintain the college as the high school d its first years, in both of which attempts it is said he would h eral times given up in despair had it not been for the hopefulne encouragement of his wife, who inspired him to renewed exertion

The reputation of the school had aroused a favorable public ment in its behalf, but no one realized more fully than Pre Blewett that tuition fees alone could not be depended upon to s an efficient faculty and equip the institution with all the educa apparatus needed for successful work. He accordingly again ma appeal to the church in behalf of an endowment for the colle which action he was efficiently supported by its trustees, that resolving, in 1856, to endeavor to secure $15,000, and, in 1857, r that amount to $30,000.

The beginning of the good things to come occurred in this year, when H. Q. Ewing, then president of the board of trustees to the institution an unconditional donation of $10,000 in cash a additional one of $10,000 in real estate, conditioned upon $30,00 being added to its fund from other sources. In the following ye father, Judge L. M. Ewing, the first president of the trustees of High School, contributed, under like conditions, $3,000 in money a acres of valuable land,[2] situated near Chicago, Ill. President B succeeded in securing about $3,000 from other sources, so that by 1860, the larger amount at which the trustees had aimed wa that obtained. Judge Ewing and his son also, about this donated a part of the library of Hon. Presley Ewing, containing 2,000 volumes, which formed the foundation of the present libr the institution. The proceeds of the gifts of the Ewings, by resa

[1] [illegible] Journal of Education, vol. 5, p. [illegible].

[2] This land was considered to be worth $[illegible] when it was given, but half of sold in 1861 for $14,000.

of the board of trustees, adopted on June 14, 1859, were set apart to the chair of mental and moral philosophy, which is named in their honor. The funds secured by that time had placed the college on a more substantial basis, and one of its special aims began to be more definitely realized. One of its chief objects originally had been to educate more fully young men preparing for the Baptist ministry, and since its organization from 10 to 20 of these students had been in its classes, but in 1860, to meet the needs of these more fully, a professorship of biblical and pastoral theology was established. This department was soon suspended by the civil war, but was revived again, a special charter being secured for it on January 22, 1868, and was maintained until 1877, when the location of the Southern Baptist Theological Seminary in Louisville, Ky., made its maintenance no longer necessary or advisable. The occupant of this chair during the period of its existence was Rev. W. W. Gardner, D. D., who was a valuable laborer in behalf of the college during its early struggles.

Under President Blewett's successful management the college, with its full and able faculty, continued eminently prosperous until May 1861, when, owing to the excitement due to the opening of the civil war, it was closed and remained so for something over two years, during which time its buildings were used for army hospital purposes for several months by the Confederate troops. At the time of its suspension there were 150 students in attendance, and we are informed[1] that its cash endowment was then $40,000, while its property was valued at more than twice that amount.

President Blewett resigned his office in the summer of 1861. He subsequently taught successfully at other places in Kentucky and in Missouri, but was not again connected with the management of Bethel College. His services to that institution in its early days can hardly be overestimated. He, in connection with Mr. Long, mainly secured its funds and besides he had all the labor of its early organization. Spencer[2] well describes his efforts in saying that—

> He raised the money, taught his regular classes, exercised discipline, brought his students into the college, planted the ornamental trees on the lawn with his own hands, and directed the minutiæ of a thousand nameless transactions necessary to the conduct of a growing institution of learning.

The college had sent out its first graduating class of two members in 1857, one of whom was Rev. C. P. Shields, A. M., who was, until recently, for a number of years its professor of Latin and Greek. The class of 1858 had 12 members, and there were altogether 22 alumni during the antebellum period of the institution's history, among whom, besides Professor Shields, were James H. Fuqua, A. M., and Leslie Waggener, A. M., LL. D., since prominently connected with the corps of instruction and administration of their alma mater and other institutions.

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[1] History of the Baptists of Kentucky, p. 727. [2] *Ibid*, p. 739.

During the suspension of the college its old friend Mr. Long co
ued his valuable services to it by carefully husbanding its financi
ources, so that it was more fortunate than most other institutio
ilarly situated in coming out of the civil war not only with its fund
impaired, but even increased, as these in 1865 had become ov
0,000.

In September, 1863, the college was reopened under Rev. Geor
nt as president. Mr. Hunt successfully accomplished the diffic
dertaking of reorganizing the institution under very unpropitio
cumstances and of arousing something of the old-time interest in i
half. He left it on a good working basis when he resigned in 186
d was succeeded by J. W. Rust, A. M.

Professor Rust is noted in educational matters, particularly for h
e management of the affairs of Bethel Female College, at Hopkin
le, Ky., for many years, both before and after this time, but h
ministration of Bethel College, lasting about three and a half year
s also a prosperous one in the history of that institution, which, sec
er the beginning of his term of office, began to almost equal its be
ys prior to the civil war. Failing health, however, compelled Pre
nt Rust to resign on February 1, 1868. He was a man of practic
gment and of tireless energy, and did much to increase the atten
e and reputation of the college.

Upon Professor Rust's resignation Noah K. Davis, LL.D., the auth
works in mental and moral philosophy which evidence profou
ught and scholarship, was elected to the presidency, a positi
ich he held for about five years, during which several progressiv
ents in the history of the college happened. In the fall of 1868 i
riculum was arranged substantially as at present in scope and i
n. This plan, generally known throughout the South as the Unive
y of Virginia plan, consisted in the arrangement of the course
dy into independent schools, which might be pursued by anyon
pared to profit by them, there being no regular division of the st
nts into college classes nor any fixed time for the completion of th
riculum, students being graduated when they completed the requ
e number of schools for the degree which they sought. The numb
schools established at this time was eight, of which six had to b
pleted [illegible] student to obtain the degree of bachelor of art
e high standard of scholarship required by this course has sinc
n consistently maintained by the institution.

Substantial [illegible] were also made to the endowment and equip
nt during this period. In 1870 the chair of English was endowe
N. Long, the [illegible] benefactor of the college, and in the same yea
chair of natural sciences was endowed by the Norton brother

These [illegible] Latin, natural science, philosophy, math
ics, the [illegible] are required for the degree of A. B
only [illegible]

G. W. Norton and W. F. Norton, of Louisville, Ky., and Ecstein Norton, of New York City. These chairs have been named after the donors. In 1872 a president's house was erected, at a cost of $7,000, the means for which were largely secured through Mr. Long, and in this year a fund of $8,000, given in 1870 to aid students for the ministry, particularly, by Mr. James Enlow, of Christian County, Ky., first became available. The funds of the institution were then $85,000 and its property at least that much more, while there were 110 students in the college classes proper.

In 1873 President Davis resigned to accept the position he still holds, the chair of moral philosophy in the University of Virginia, and the executive affairs of the college were intrusted to Prof. Leslie Waggener, an alumnus of the college in the class of 1860 and connected with its faculty since 1866, having in 1870 become its professor of English language and literature, a department of education to which he was one of the first teachers of the country to devote his attention as a specialty. Professor Waggener conducted the affairs of the institution with usefulness and acceptability, as chairman of the faculty, until 1877 when he was regularly elected president, a position held by him until 1883.

Among the changes and improvements occurring during his term of office may be mentioned the inauguration of the bachelor of science course in 1875, the degree being conferred on candidates who had completed successfully the schools of English, philosophy, mathematics, and natural science; the usual time required to obtain this degree seems to have been at first three years, but the the course was soon strengthened so as to require four years as required in the bachelor of arts course. A school of modern languages was added to the previous curriculum, and has since been made an important feature of the scientific course.

In 1876–77 N. Long Hall, designed to provide a college home and board at reasonable rates for deserving students who chose to avail themselves of its advantages, was erected, at a cost of $20,000, mainly through the efforts of him in whose honor it is named and largely from funds contributed by him. It will furnish accommodations for about 100 students and has been found a valuable adjunct to the work of the college. This was the last of Mr. Long's important personal benefactions to the institution, but he still continued to give to it valuable services, remaining as president of its board of trustees until his death in 1887, a position held by him since 1879, while he had been a member of that body for thirty years. Besides devoting largely of his time and means to Bethel College he had contributed liberally to Georgetown College, Kentucky; Richmond College, Virginia, and the Baptist Theological Seminary, in Louisville, Ky.

In the last year of President Waggener's administration the college gymnasium, which had been erected in connection with N. Long Hall,

was equipped with the latest appliances for physical exercise, th the liberality of Capt. J. B. Briggs, of Russellville. President gener resigned in June, 1883, to accept the chair of English liter in the University of Texas, where he became chairman of the fa a position held by him until 1895, when he was elected president. died in the discharge of its duties in 1896.

The other members of the faculty of Bethel at the time of the nation of President Waggener were James H. Fuqua, A. M., pro of ancient languages; John P. Fruit, A. M., professor of Englis modern languages; R. E. Binford, A. M., professor of mathematics; W. S. Ryland, D. D., professor of natural science, and J. C. Vick, principal of the preparatory department. Professor Fuqua at time assumed the duties of the chair of philosophy and became man of the faculty. The executive affairs of the institution were aged by him in this capacity for the next four years, during whi patronage of the college was considerably increased. In 1887 fessor Fuqua asked to be relieved of executive duties and Rev. Ryland, D. D., became his successor as chairman of the faculty. fessor Fuqua still retained his connection with the institutio became at that time its professor of mathematics.

Dr. Ryland, besides having been a member of the college fa since 1880, had since his graduation at Richmond College, Virgini Rochester Theological Seminary, New York, taught in several institutions in Mississippi and Kentucky, and had been presid the Baptist Female College at Lexington, Ky., from 1877 to His training and temperament were such as to make him an exc presiding officer for Bethel. After being chairman of the facul two years, he was, in 1889, regularly elected president, and cont to hold the office until June, 1898, thus completing a longer te service than any other incumbent of the position.

The history of the institution during his administration was uniform growth and expansion in almost all directions. In 18 there were 127 students in the college, then a considerably larger ber than usual. These increased in 1890-91 to 180, in 1892-93 t and in 1894-95 to 213, the largest number yet enrolled, the ma lation during this period more than once representing as many as of the Southern and Western States. The size of the graduating c increased in a corresponding ratio. In 1891 there were 8 grad in 1893, 11; in 1896, 22.

In 1890 a regular professorship of modern languages was establ and improvements, amounting to several thousand dollars, made the college property. In this year, also, in order to cure a legal in the charter, and also because the organization of the educa society, in whose charge the institution had originally been placed been allowed to become dissolved through neglect, an amendme the charter was secured, making the board of trustees self-perp

ing, but requiring that four-fifths of them must be members in good standing of some Baptist church.

In 1892 a school of the Bible, for practical instruction in the Scriptures, was added to the curriculum, and a valuable and handsome addition was made to the equipment and educational facilities of the institution by the gift, for library purposes, from the heirs of N. Long and G. W. Norton, of the Southern Bank building, the original cost of which was $30,000, on condition that a fund of $5,000 for increasing the library should be raised, a condition speedily complied with, as about half the amount needed was subscribed at the commencement of that year, when the conditional donation of the building was announced. The donation of this building, which is conveniently located and well suited to its new purposes, was largely due to the efforts and influence of Capt. J. B. Briggs, of Russellville, who thus became for a second time a contributor to the means of the institution. Among other important donors to the library and its funds have been Mrs. Olive C. Walton, of Allensville, Ky.; Miss Mary Newton, of Daviess County, Ky., and Ecstein Norton, of New York City.

In 1896 the course of instruction was again enlarged and the faculty increased by the creation of a new school of history and the election of a professor of history. In this year also the facilities in the scientific department were much improved by the enlargement of the chemical laboratory and the purchase of new apparatus, a fund for laboratory purposes being at that time contributed by the Norton Brothers, the former benefactors of the college. In 1897, while the former scope of instruction was maintained, the schools of instruction being Latin, Greek, mathematics, natural science, English, philosophy, modern languages, history, and the Bible, the course of study was remodeled in such a way as to divide the students, according to progress, into the usual college classes and a new bachelor of letters course was instituted, in which English and modern languages take the place of Greek in the classical course, the former scientific course, in which the natural sciences and modern languages predominate, also being retained, thus making three regular degree courses, leading respectively to the degrees of bachelor of letters, bachelor of arts, and bachelor of science.[1] At the same time[2] the powers of the president of the college, in regard to the personnel of the faculty and the scholastic and disciplinary affairs of the institution generally, were much enlarged over what they had formerly been.

During President Ryland's administration the endowment of the institution was somewhat expanded. Besides the gifts mentioned above for special purposes, in 1891 one-half of the real estate near

[1] The degree of master is conferred in each of these courses upon an additional year's study.

[2] At this time also all honorary degrees were abolished and all honorary distinctions, except such as are usual in connection with the commencement exercises.

cago, given by Judge Ewing in 1858, was sold for $44,000, th
ainder being held at a greatly increased value, while, in 18
John H. Spencer, the author and a former student of the colleg
nated $6,000 to its funds, and in recent years Mr. William Price,
gan County, Ky., has given $3,500 to be used to aid poor studen
o are candidates for the ministry in the Baptist Church. The incom
n the Enlow fund, now amounting to about $8,500, and originall
nded as part of an endowment for the theological department, ha
n used for the same purpose since that department was discontinued
s real estate and invested funds of the institution have now accum
d to about $240,000. In addition to the improvements and growth
ch have been noted, Dr. Ryland's services to the college were al
nable in upholding and raising the general tone and esprit de corp
he institution.

Upon President Ryland's resignation, in June, 1898, Rev. E. S. Alde
n, D. D., was elected president. Dr. Alderman is a graduate o
ake Forest College, North Carolina (1883), and of the full course i
Southern Baptist Theological Seminary, Louisville, Ky. (18
ing, since the latter date, been the pastor of several churches i
th Carolina and Kentucky. He should be well fitted to uphold th
l-established reputation of Bethel.

he matriculation of the college during the past two years ha
ng to various circumstances, been considerably decreased, but the
o reason why, in the near future, it should not be larger than ev
ore. Under the new order of administration, established in 18
eral of the former members of the faculty resigned and new pr
ors, mainly young men, were elected in their places. Upon th
tion of President Alderman one of these, Prof. James H. Fuqu
four years the chairman of the faculty and otherwise long an
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med his connection with it. Under the present arrangement th
demic, or preparatory, department has been separated from th
ege proper, while the duties of the chair of modern languages an
hematics have been divided, and those of the chair of history di
uted among the other professors. The college faculty, as now co
uted, is as follows: Rev. Edward Sinclair Alderman, D. D., presiden
Ewing professor of philosophy; Sidney Ernest Bradshaw, A. B
Long professor of English; William Edward Farrar, A. B., professor o
in and Greek; Edgar Ezekiel De Con, M. S., professor of mathematic
German; William B. Wilson, M. S., Norton professor of natur
nces; James Henry Fuqua, Sr., A. M., professor of mathematic
French.

ne hundred and ninety-eight degrees, for work done in regula
rses, have been granted by Bethel College since its resumption i
3. These, with the 22 degrees conferred before the civil war, mak
total number to 1898, inclusive, 220, of which 39 have been bac
s of science and 2 masters of arts. The others have been bachelo

of arts. Of the alumni a number have distinguished themselves in the learned professions, more largely in teaching and the ministry than in any others.

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## BEREA COLLEGE, BEREA.

The chief founder of Berea College is Rev. John G. Fee, for it was largely through his influence and efforts that the school was first established, being, as it is, the direct outgrowth of the antislavery agitation in which he was engaged in eastern Kentucky.

Mr. Fee is a native of Kentucky and was educated at Augusta College. He later studied theology at Lane Theological Seminary, and while there, after much deliberation, adopted the tenets of the abolitionists. He labored for two years in the Presbyterian ministry in eastern Kentucky, but at the end of that time withdrew from that church because he was not in accord with it on the slavery question. He then labored for eight years[1] in that section, organizing antislavery churches, and finally, in 1854, upon the invitation of Cassius M. Clay, the great Kentucky abolitionist, established Berea Church in the southern part of Madison County, Ky., around which as a center Berea College has since grown up. Mr. Fee became the pastor of Berea Church in 1855, a position from the active duties of which he has only recently retired, and still lives to watch over the interests of the institution growing out of that church and of whose board of trustees he is yet a member.

For many years during his early labors he was largely supported in his work by the American Missionary Association, and so this society may, in a sense, be called a co-founder of the school, although it has never had any direct share in the management of the institution. It, however, paid the larger part of Mr. Fee's salary for thirty-four years, and also that of other teachers connected with the school at different times, and, in many ways, encouraged the enterprise.

The school out of which Berea College has since developed was established as a necessary means of sustaining Mr. Fee's antislavery agitation, and was first opened in the early part of 1855. Its first teachers were William E. Lincoln and Otis B. Waters, who came from Oberlin College, Ohio, of which institution Berea may, in a way, be considered an offshoot, since half or more of all its teachers up to the present time have been educated there. Mr. Waters remained at Berea

[1] Mr. Fee began preaching in Lewis and Bracken counties in 1845. He first preached at Berea in 1853, the year before his establishment of the church there.

for two years and Mr. Lincoln a short while longer, and, in the ea of 1858, the third teacher, also from Oberlin, Rev. J. A. R. arrived.

Professor Rogers may be called the first principal of the sch was destined to have more to do with shaping its future than any other one man except Mr. Fee. He opened a school in rude building prepared for it soon after his arrival, with his wi assistant teacher. There were at first only 15 pupils, but be end of the term the energy and enthusiasm of the new princi brought the enrollment up to 96, and at the commencement that time subscriptions were raised to build an addition to the house.

During the next term, beginning in September, 1858, P Rogers was assisted by Mr. and Mrs. John G. Hanson, and the tion of the school, notwithstanding its distinctively antislaver acter and sentiments, attracted the patronage even of slave parents. A considerable number of these, however, withdre children at the end of the session on account of the expressi sentiment, in connection with a discussion in one of the school societies, in favor of the admission of colored students shou apply. The school, however, continued under the same teache closed, as we shall see, by the excitement due to the opening e the civil war, especially the John Brown raid.

Meanwhile steps had been taken to enlarge the scope of th prise, and, on September 7, 1858, a number of the friends of the met at the residence of Mr. Fee to organize a college board of t and prepare a constitution for the incorporation of an instit that grade. A constitution was then drawn up by a comm which Professor Rogers was chairman, which, after consideral cussion among the friends of the undertaking, was finally a substantially in its original form, in July, 1859. The general ch of this instrument and the nature of the institution it proposed into existence may be seen from the following clauses:

This college shall be under an influence strictly Christian, and, as such to secure [illegible] slavery, caste, and every other wrong institution or p

[illegible] college shall be to furnish the facilities for a thorough [illegible] good moral character, at the least possible expense to t [illegible] and facilities for manual labor which can reaso supplied [illegible] trustees shall be offered to the students.

At the time of the adoption of the constitution a board of tr composed of Rev. John G. Fee, Rev. J. S. Davis, Rev. George C John Burnham, John Smith, William Stapp, Jacob Emrick, T. fro, John G. Hanson, and Rev. J. A. R. Rogers, was organized an take steps to secure, under the general statutes of the State, a cha the proposed college. Four of the trustees had already purcha

[illegible] History, p. 18. Ibid.

their own risk, for $1,800, as a desirable site for the proposed institution, a tract of land containing more than 100 acres, about 45 acres of which, beautifully situated and shaded with forest oaks, constitute the campus upon which the present buildings of the college are located. Mr. Fee had gone east to secure funds to pay for this property, and otherwise inaugurate the work. The John Brown raid occurred just at this time and caused the enterprise to be abandoned for some time.

The school had already aroused considerable opposition in the State, on account of its pronounced antislavery sentiments and its attitude on the race question, and its friends, especially Mr. Fee, had suffered harsh treatment on several occasions from the rougher elements of the community, led by those opposed to abolitionism. So the John Brown raid, which really frightened the South generally as to the dangers of slave insurrections, led to an organized effort to suppress the institution. A large county convention held in Richmond, Ky., appointed a committee of sixty-five men, many of them wealthy and honorable, to see that it was removed from the State, which "was accomplished with as much dignity and decorum as is consistent with such an enterprise."[1] On December 23, 1859, this committee notified Professor Rogers and ten others, including Mr. Fee, that they must leave the State in ten days. As the governor, when appealed to, informed them that, owing to the state of public opinion, he could not guarantee them protection, they thought it best to leave the State temporarily, and accordingly departed with their families, numbering about forty persons. So the school was closed for the time being, without having been fully inaugurated as a college.

In 1865 the friends of the institution returned, the board of trustees was reorganized, a charter for a college obtained under a general law of the State, and it was reopened as Berea College, the teachers at that time being Professor Rogers and wife, together with W. W. Wheeler and wife. Soon 75 or more students were in attendance, but when in the early part of 1866 3 colored youths applied for admission and were, in accordance with the terms of the college constitution, received, on this account half of the other students left. The places of these were, however, soon more than supplied, mainly by additional colored pupils, who, with other students, came in such large numbers in 1866–67 that temporary buildings had to be constructed for their accommodation. Within three years the school was more than twice as large as before, having in 1869 301 students and 7 teachers. Up to this time, as no students of advanced grade were in attendance, only normal and college preparatory classes were maintained, and Professor Rogers, who remained at the head of the institution, retained the title of principal.

In July, 1868, E. H. Fairchild, an alumnus of Oberlin and a man of ripe scholarship and varied educational experience, was called to the

[1] Special Report of Bureau of Education for 1886 on New Orleans Exposition, p. 230.

sidency of the institution. He assumed the duties of the positi April, 1869, in which year a regular college class of 5 members wa t organized, and the school may be said to have started on its caree a real college. President Fairchild remained at its head for twenty rs, during which he labored assiduously and successfully in it alf. Professor Rogers long remained a prominent member of it ulty and is still a valued friend and trustee of the institution n G. Hanson is another of its early teachers and promoters wha h Mr. Fee and Professor Rogers, has had an important share in it er success and prosperity.

The institution soon made marked progress under President Fai ld's able management. In the first year of his administration Hen Hall, a commodious frame dormitory for young men, was erected the Freedmen's Bureau at a cost of $18,000, and in 1870–71 Ladie ll, a large and elegant brick building with all the modern improve nts, costing, with its equipments, $50,000, was added for the accom dation of young ladies, the policy of Berea, like that of her foste ther, Oberlin, having been coeducational from the beginning.

The aim of the institution has been especially to reach two classes o dents, which its record and location put it in a particularly favo e position to attract. These are the poorer white people of th tern part of the State and the colored element of the other portion was Berea's strategic position, thus on the border of what are com nly known as the mountain and blue-grass sections of the State t first suggested it to Mr. Fee, through General Clay, as a favorabl nt for the promulgation of his antislavery ideas and has since give college a particularly fine opportunity to reach the classes just men ned. The institution has also, especially in recent years, attracte by students from the Northern States. As the advantages of many ts students have been very limited, the college has been compelle sustain all departments of instruction from primary to collegiate ides regular classical and literary college courses, it has maintaine ormal course, for one of its special offices has been to prepare teach for the public schools of the State, especially the colored publi ools, where well qualified teachers have been much needed. It also ording to the terms of its original constitution, endeavors to plac advantages within the reach of as many as possible by making it ion fees and rates for board quite moderate and by furnishing al opportunities it can for students to support themselves by manua or. At least for a considerable portion of its history its affairs hav n so managed that less than $100 a year would pay all a student' enses except clothing, and this small amount might be considerably uced by laboring in shop or kitchen.

argely because of the poverty of its students, who are not able to ain to complete their courses, the attendance upon its colleg ses has not been large, but the matriculation in other departments as a rule been excellent, often more than could be well accommo

dated by the means at command. The attendance had regularly increased since 1869, until in 1881-82 there were 15 teachers and 402 students, 12 States of the Union having been represented as early as 1872.

The course of instruction, as originally outlined in 1869, included a classical course of four years, a ladies' course of three years, and a normal course of two years, besides preparatory, academic, intermediate, and primary departments. In 1873 the ladies' course was extended to four years, and a special normal course of three years was instituted. In that year the institution sent out its first graduating class of 4 members.

As, according to its policy, its own income from tuition was very small, the college was, during its early years, largely, it is even yet partially, supported by annual contributions from friends, mainly in the North. It soon, however, began to acquire something in the way of permanent endowment. By 1876 this amounted to $24,000,[1] and at that time its grounds and buildings were valued at $100,000, and its library contained 1,000 volumes. In 1881-82 the endowment was increased by about $50,000, $30,000 of which was given by C. F. Dike, of Illinois, and C. F. Hammond, of New York. In this year also the complement of scientific apparatus having been improved, the previous ladies' course was changed into a scientific one leading to a regular degree.

The growth of the institution continued steadily during the remainder of President Fairchild's administration, which terminated with his death on October 2, 1889. In 1883–84 new buildings for the lower departments and a new frame chapel, the latter costing $9,000, were added to the college equipment, and in 1887 Lincoln Hall, a large and superb new brick recitation building, costing about $32,000, was erected through the liberality of Roswell Smith, of New York City, assisted by S. D. Warren, of Boston, Mass. The college then had nine buildings, worth $112,000, its endowment approximated $100,000, its library contained over 4,000 volumes, its faculty 18 members, and its students represented 19 States. Its annual deficit[2] had, however, grown with its expansion, and was then $8,000 a year.

Its students had not only increased in numbers, but more of them were in the higher departments. The average ratio of the white to colored students during this period of the institution's history was about 1 to 2. Since 1873 from 3 to 4 graduates had been sent out each year, and at the time of President Fairchild's death there were 44 alumni, 28 in the classical and 16 in the scientific course, 31 of whom were white and 13 colored, the former having been able, as a rule, to remain in college longer and so complete their course in a larger ratio.

[1] Only $19,000 of this, however, was then productive.

[2] The amount its expenses exceeded its income, which had to be secured in contributions each year.

Of the graduates up to this time, two-fifths had chosen teach profession, and nearly as many had entered the ministry. P Fairchild left the institution with a greatly enlarged equipm had gathered for it an endowment, estimated at $100,000, which, however, was yet productive. This endowment had bee given by Northern persons who had become interested in the ins only a few thousand dollars of it having come from Kentucky.

In 1890, Rev. William B. Stewart, D. D., became Mr. Fairchi cessor in the presidency of the institution. During President S administration, extending through two years, a Bible depart prospective candidates for the ministry, which has since bee tinued, was instituted, and a course leading to the degree of Ba Philosophy was added to the previous college courses leadin degrees of Bachelor of Arts and Bachelor of Science. A s elective studies was also introduced into the collegiate dep especially in the classical and philosophical courses.

In 1892, President Stewart resigned and the presidency of the which had been tendered to Rev. William G. Frost, Ph. D., D. prior to President Fairchild's death but had then been decl personal reasons, was again offered to him and was accepted time, the new president entering upon his duties in the summe year. Dr. Frost is a graduate of Oberlin in the class of 1876: wards studied for some time at Harvard and other institution country, and then abroad. He had already become known as a and vigorous teacher, the author of scholarly text-books, an earn effective preacher, and a lyceum lecturer of considerable repute

Under his administration, notwithstanding the general finan tress throughout the country, the work of the college has stea gressed. The matriculation increased 40 per cent during the f of his term of office, in which a course leading to the degree of B of Letters was substituted for the previous scientific one and organized normal course, designed to bring the institution in touch with the public schools of the State, was established, whil "Model Home" was erected for training in domestic indus 1894-95, a fine new manual training building was erected, La the labor of the students themselves. In this there are the usual shops for the working of wood and metal while a printing office is a and arrangements have been made for the introduction of othe of productive industry. The completion of this building mar addition of about $50,000 to the college equipment during the p thirteen years, and made the educational plant of the institution of eleven buildings, estimated to be worth $130,000.

In the last three years several small buildings have been er accommodate the increased attendance, among them a dormit

including forestry, has also been created, the aim being to make this an important feature, and thus, as President Frost expresses it, "bring down the great arm of science to help the poor."[1] Within the present summer a new building for the practical scientific departments of the institution has been partially completed. The complement of apparatus in these departments is now quite good, while the college library has increased to about 13,000 volumes, and bookbinding has been added to the list of productive industries. All these make the educational facilities offered at Berea among the best to be found in the State.

The college has not for several years been aided by the American Missionary Association or any other benevolent society, but has depended on the income from its endowment, the small amount received from student fees, and the contributions of those interested in its work. With the growing wants of the institution, the amount annually required from this last source has of late been about $12,000. To meet this constantly recurring deficit, which is likely to increase rather than diminish, the friends of the institution have lately endeavored to increase its endowment by $200,000. The practical beginning of this movement was made at the commencement of June, 1895, when Dr. D. K. Pearsons, of Chicago, Ill., pledged himself to give $50,000 to the college funds if an additional $150,000 should be raised. An earnest effort was at once inaugurated to fulfill the conditions of this generous donation, the students of the college themselves contributing several thousand dollars for this purpose. The effort has since been zealously prosecuted and, despite the stringency of financial affairs, seems likely to be soon crowned with success, as by the middle of the present summer $85,000 of the conditional amount had been subscribed.

The annual matriculation of the institution has continued to increase during President Frost's administration, reaching 597 in all departments in 1896–97, and approximating 700 in the year just closed. Among the students of late have been a number from various Northern States, as many as 12 States of that section having recently contributed matriculates. In 1896–97 21 States of the Union were represented by the whole student body. For a number of years past the ratio of white to colored students has been constantly increasing, until now the former are considerably in the majority in the institution.

Berea has maintained a high standard of scholarship, which, combined with the limited means of most of her students, has made her college classes small and her number of graduates each year few. The usual number of graduates annually since 1873 has been three or four, except in the last two years, during which there have been about twelve graduated each year. The number of alumni at present approximates 100. Of these several have distinguished themselves in teaching, journalism, and the ministry, as also in political and business life.

The course of instruction in the collegiate department is divided into

[1] Personal letter of March 19, 1898.

the departments of English, history, political science, philosoph
gogics, evidences of Christianity, physics and astronomy, ch
and mineralogy, biology, geology, mathematics, Latin langu
literature, Greek language and literature, German, and Bi
Christian religion. The usual combinations of these subjects
the three degree courses, of four years each, already indicated.
erable latitude being allowed in the shaping of one's course by th
of elective studies, which may be substituted for others usual
course. There are also an academic or preparatory departme
a four years' course of instruction; a normal department, with
years' course, with model primary, intermediate, and gramm ar
extending through six years, attached; a department of i
including manual training, printing, horticulture, and domestic
a department of music, drawing, and painting, and a business
A diploma is conferred for the successful completion of the co
the normal department and the department of music, while a ce
is granted in like manner in the business school.

The faculty of the collegiate, academic, and normal departme
in June, 1898, constituted as follows: Rev. William Goodell Frost
president, professor of mental and moral philosophy, and lec
education: Rev. John Gregg Fee, A. M., lecturer on evidences o
tianity and Biblical literature, emeritus; Le Vaut Dodge, A.
fessor of political science and acting professor of mathematics, re
Rev. Bruce Samuel Hunting, A. M., principal of preparatory
ment and professor of Latin; Alwin Ethelstan Todd, A. M., p
of natural sciences, librarian; Silas Cheever Mason, M. S., act
fessor of horticulture and biology; Rev. Henry Mixter Pennim
fessor of Christian evidences; Miss Josephine A. Robinson,
principal of the ladies' department and instructor in mathe
Miss Katharine Gilbert, A. M., instructor in English, Germ
French; Ernest Green Dodge, A. M., acting professor of Gre
instructor in mathematics; Edward Brice Evans, A. B., instr
history and Latin; Mrs. Eliza H. Yocum, A. M., instructor in
of teaching and dean of the normal department. This facu
been much strengthened during the present summer by the ad
George T. Fairchild, LL. D., who is an educator of repute,
connected with the Kansas State Agricultural College, and is, a
to occupy the chair of English, and also to become vice-presiden
college. Besides the faculty just enumerated, the adjunct depa
of music and industry and the model and commercial schools
15 other teachers and instructors, making the total education
to the [illegible] teachers.

The plan upon which Berea is conducted in regard to the
not indorsed by a very large proportion of the citizens of the
which it is located, but these have, as a rule, long ago ceased
else even antipathy toward the institution, which, on its part, p

upon what it considers its own special mission without any spirit of condemnation for those who think and do differently. There is no doubt that the institution has done a great educational work for classes in Kentucky especially who, at least until the present, would otherwise have been much neglected and among whom there is yet much to be done. It has accomplished much in the way of furnishing well-equipped teachers for the colored schools throughout the South, and its departments of manual training and productive industry, upon which it is now putting emphasis, are calculated especially to do much for the colored race in the future.

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Berea College, an interesting history, published by the approval of the prudential committee (of the board of trustees), Cincinnati, 1883.

Special report of the United States Bureau of Education on educational exhibits and conventions at the New Orleans Exposition, Washington, 1886, contains a sketch of the college by President Fairchild.

The sketch of the college has been based mainly on the above two authorities, but use has also been made of Collins's and Perrin, Battle and Kniffen's histories, Henderson's Centennial Exhibits, and Barnard's Journal of Education, as well as the other sources of information, the use of which is taken for granted.

## LYNNLAND MALE AND FEMALE INSTITUTE, GLENDALE.

This institution, although bearing the name of institute, is entitled to a place in this monograph by reason of its work being of a grade equal to that of many other schools of the State which bear more pretentious titles. The school arose from a local demand for higher education and had its origin in an association of well-to do farmers of the vicinity of Glendale, Hardin County, who about the early part of 1866 organized themselves into a stock company for the promotion of education in their midst and subscribed a sufficient amount to purchase an eligible location of something over 100 acres adjacent to the Louisville and Nashville Railroad and to erect on it a large and imposing building. This structure is situated in the midst of a beautiful campus of 10 acres, shaded with native oaks, and cost about $28,000, including its equipment, which embraced quite a good complement, for the time, of chemical and philosophical apparatus. Among those who may be mentioned as mainly instrumental in promoting the enterprise were T. J. Jeffries, William Sprigg, Samuel Sprigg, Henry Sprigg, and J. R. Gaither, who composed its first board of trustees.

The institution was first opened, under the name of Lynnland Institute, in the autumn of 1866, and had Rev. Mr. Colson as its first principal. The views of its projectors soon enlarged, and in 1867 they secured a charter for the institute, conferring upon it all the usual collegiate powers and privileges. It had been originally intended primarily to meet a local educational want in the neighborhood in which it was situated and has always maintained somewhat of a local character, although frequently drawing many students from other parts of the

instruction embracing preparatory, academic, and collegiat
ments was instituted. In order to properly prepare its own
for the work of its higher classes, and to meet the needs of
munity in which it is located, the institute has always found
sary to maintain a preparatory department and even, for pa
time during its history, a primary department. Regular colleg
leading to the degrees of bachelor of arts and bachelor of sci
conducted during President Perry's administration. This last
years, and during that time the reputation of the school th
the State grew to be considerable.

Its annual matriculation during this period varied from ab
160, and its graduates numbered about 75, some of whom hav
prominent in the various professions, especially that of teachi
institution was coeducational from the beginning, being the
the first schools of the State to try this educational experim
standard of scholarship was always high, but it was not a
success at the time, and so went into the hands of a receiver
at which time General Perry resigned its presidency.

It was then closed for several years and its building was
used as a residence. In 1889 its property, which had been acq
one of its former trustees, was purchased by Professors E. V
and E. W. White, who for several years had as co-princip
successfully conducting Liberty College, at Glasgow, Ky., then
sive female college. In like manner in the autumn of that ye
land was reopened by them as an institution for young lad
although still under the same charter and bearing the same ti

The course of instruction under the new order of things
departments of music and art, as well as of English history, me

State and elsewhere. It has never been put on a distinctively
inational basis, but has since its foundation been conducted in a
way under the auspices of Salem Baptist Association.

In the fall of 1868 Gen. W. F. Perry, who has been promin
educational circles in Alabama and Kentucky, both before and
took Rev. Mr. Colson's place as executive head of the instituti
thus became its first president under its college charter whic
went into operation. President Perry had associated with him
various departments a faculty of six teachers, under whom a co
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of bachelor of arts and bachelor of science. Five other teacher
associated with the principals in the work of teaching, and duri
first year of their administration 54 pupils were in attendance,
whom were graduated at the end of the year. In the followin
the attendance increased so that additional boarding accommod
had to be provided, while the graduating class had three me
During the next session an additional building was erected, so

CENTRAL UNIVERSITY - MAIN BUILDING

boarders could be accommodated, and about $2,000 was spent in enlarging and modernizing the scientific apparatus of the institution. For the next three years the annual matriculation was about 60, and 11 students were graduated. The standard of scholarship and the reputation of the institution were good in comparison with similar institutions throughout the State, but, for a second time, owing it seems to the panic of 1893, it was not a financial success, and in 1895 had to be relinquished by Professors Elrod and White, who have since been connected with Georgetown College, Kentucky. The property was then purchased by Prof. W. B. Gwynn, who took charge in 1895 and has since conducted the institution, having changed it back to its original coeducational basis, as is shown by its present title. At the opening of his administration considerable improvements were made in the buildings and equipment of the institute generally, and during the first year 63 students were matriculated. The faculty at the time and since has been composed of six teachers. The attendance has recently risen to 80. During the three years, respectively, Professors G. H. Watts, Jacob Fisher, and Thomas A. Binford have been vice-presidents. The course of instruction has been retained substantially as it was formerly, and the graduates for this period number 7. The institution seems to be making good and substantial progress and to have excellent prospects for the future.

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The facts of the earlier history of the institute have been furnished by President Perry. Its later history has been compiled almost entirely from catalogues.

## CENTRAL UNIVERSITY, RICHMOND.

Central University is composed of a college of philosophy, letters, and science, a college of law, and a preparatory school located in Richmond, Ky., a college of medicine and a college of dentistry located in Louisville, Ky., and three preparatory and training schools located in other parts of the State. As the principal executive office of the institution is situated in Richmond, that place is considered more especially as the seat of the university. It is, in organization, one of the youngest candidates for public favor among the institutions for higher education in Kentucky, but in a comparatively short while has won a right to stand beside the older colleges of the State in rank and influence. It is also, in the extensive use of the term, at least, more nearly a real university than any other institution in the State, having more coordinate departments than any other school has or has had, except Kentucky University for a short period in its early history.

Central University was established under the auspices and is now, in a sense, under the control of the Kentucky synod of the Southern Presbyterian Church, and is historically the outgrowth of the educational spirit of the Presbyterians of Kentucky, which was shown in the original foundation of Transylvania Seminary and later of Kentucky

emy and then of Centre College, of the last of which, as its name es, Central University is both a continuation and a sister insti- standing in the same relation to the Southern Presbyterian Church e older college does to the original denominational organization in tate.

e foundation of the university is the result of two simultaneous ments, the participants in each of which recognized independ- of each other the need of such an institution to serve the object had in view. The first of these was a church movement, orig- g within the State synod of the Southern Presbyterian Church. gan after the conference held at Lexington in November, 1870, een representatives of that body and of Kentucky synod of the yterian Church, ordinarily called in contradistinction the North- 'resbyterian Church, in regard to the question of the adjustment e property rights of the two bodies in Centre College, had proved n of results in reaching any agreement which would give the l of the Southern church any share in the management of that ution. The Southern synod accordingly determined to establish lege of similar compass under its own control, and at its next ing in November, 1871, resolutions were passed upon motion of Stuart Robinson, of Louisville, looking toward the immediate wment and equipment of such an institution. The synod at first aimed to establish a denominational college of similar rank and with Centre, but under the influence of the other movement just red to, which occurred at the same time, was induced to enlarge its .

is second movement arose from the conviction of a number of red men that there was a need in the State of a broad and com- ensive university which, while not put on a sectarian basis, should nducted under Christian auspices. This feeling was voiced by an ıstastic convention, composed mainly of Centre College alumni, in Lexington on May 7 and 8, 187[illegible], which organized itself into a anent alumni association, and memorialized synod, about to meet e same place, in reference to the immediate establishment of such stitution under its patronage, promising an earnest cooperation in estitution's assistance, one-half of which was shown by the prompt [illegible] of the convention of $50,000 toward an w[illegible]. The memorial of the convention shows its spirit by [illegible] among others.

[illegible] at once establish a [illegible] under the auspices of [illegible] of the fathers as [illegible] to the church.

[illegible] that the new institution should be conducted [illegible] synod and the association.

[illegible]

This plan was generously responded to by the synod, and on May 8 a joint committee was appointed by the two bodies to prepare a plan and charter carrying out this combined system of government for the projected institution, to take measures to secure for it a desirable location, and to arrange for and prosecute its endowment, which it was proposed should not be less than $150,000 before the university should be opened, while it was aimed to make it at least $500,000.

Among those who may be mentioned beside Dr. Robinson as taking a prominent part in pushing forward the enterprise, either as members of the association or the synod, were Rev. Daniel Breck, D. D., Rev. R. Douglas, D. D., Rev. J. V. Logan, D. D., Rev. L. H. Blanton, D. D., Hon. T. W. Bullitt, Col. Bennett H. Young, and Joseph Chambers, esq.

The enthusiasm for the undertaking on the part of the two cooperating organizations was vigorous from the beginning, as shown by the liberal subscriptions made by their members for its endowment, which with that secured by the committee soon exceeded $100,000. A charter, which had been drawn up by the committee, was also adopted by both bodies, and was approved by the State legislature on March 3, 1873. This instrument provided for the inauguration, with full powers, of all the departments of a university, arranging for the opening of a college of philosophy, letters, and science, on the model of the best universities, in conjunction with which as many as six preparatory, or fitting, schools might be established in different portions of the State, and also stating that the institution shall provide for the establishment, "as soon as it may be done with advantage, of a department of law and a department of medicine. It shall also afford every facility for the establishment by the synod of Kentucky of a department of theology, either of itself or in conjunction with any of its co-synods or its assembly."[1]

The university in its origin was thus only denominational in the sense that its proposed theological department was to be controlled as just indicated, and the power of appointing its professor of ethics was to be vested in the synod of Kentucky. The donors of its endowment, who, under the name of the Alumni Association of Central University, were to elect their successors from among the alumni of the institution, as these came forth, or from such of its liberal benefactors as they might select, really owned and directed it, as by them was appointed a board of five trustees, elected for ten years, who looked after its funds, and a board of seven curators, one elected each year, to whom the direct management of its affairs in other respects was intrusted. This oversight, peculiar to the institution, gave all the safeguards that are to be found in ecclesiastical supervision and control, and at the same time guarded against the tendencies to sectarianism incident to such direction under its ordinary forms.

By an act of April 17, 1884, the old board of trustees and curators

[1] Section 7 of charter of 1873.

was done away with and the governing body of the instituti made to consist of a chancellor and fifteen curators, two-thirds latter being required to be members of the alumni associati three of them being elected each year by the synod. This has m institution somewhat more denominational, but not materiall the essential principle of the former arrangement, which is cal to inspire confidence and arouse favor on the part of the pub erally, has been retained. At the same time the additional be effect has followed of causing the synod to take more interes institution and to further its progress more materially, as ha shown by the gifts since received from that source to the endow

The internal organization of the institution is also somewhat p It is composed of independent colleges, with a president at the each who directs its special work. The chief executive officer whole university is a chancellor, who, under the general directi control of the curators, is charged with the general supervisio affairs, both financial and educational, and thus imparts unity and purpose to the entire organization. One of the chief funct the chancellor is to look after the enlargement of the endowment institution.

The first preliminary step looking toward the opening of t versity took place on April 29, 1873, when its incorporators Louisville and effected a permanent organization, after which arranged to settle the question of the location of the institution t a vote of the alumni association and others who had subscribe funds. In this way it was first located, on May 13 of that y Anchorage, near Louisville, and a temporary organization of th tution took place at Louisville on May 29 following. This se was afterwards revoked by the same body that made it, and ne having been solicited, on November 11, 1873, it was permanently ized at Richmond, which place was finally decided upon as its nent seat. That town had offered, as an inducement to secu institution, $101,355,[1] which, together with the subscriptions a secured, made a total of $220,000 provided at that time to furn equipment and endowment for the institution.

This was regarded as only the beginning of the endowment pro but was considered sufficient to justify the inauguration of the prise, waiting for the future to develop more fully the aims a Accordingly, the board of curators, at a meeting held in Richm December 30, 1873, unanimously resolved to open the colleges losophy, letters and science, and of law, and a first class prepa school in the following September. An appropriation was ma purchasing a suitable campus, and $30,000 was set apart for th struction of the main college building; spacious and beautiful g

[1] Collins's History of Kentucky, Vol. I, p. 210. Danville and Paris w strong competitors for the location.

adjoining the town and lying in a square nearly one-fourth of a mile to the side were soon secured, and a large and handsome brick building four stories in height, and containing a commodious chapel, a library, laboratories, and lecture rooms, erected.

In this fine new structure the university was opened on September 22, 1874. Rev. Stuart Robinson, D. D., had been made its chancellor at first, and Rev. R. L. Breck, D. D., vice-chancellor and active endowment agent; but Dr. Robinson soon retired from the chancellorship, the duties of which from the beginning seem to have been discharged by Dr. Breck. The first president of the college of philosophy, letters, and science was Rev. J. W. Pratt, D. D., the faculty of this department, as announced in its first annual catalogue, being constituted as follows: Rev. J. W. Pratt, D. D., president and professor of the English language and literature and oratory; Rev. L. G. Barbour, A. M., professor of pure and applied mathematics and astronomy; W. G. Richardson, A. M., professor of Latin and French; Rev. J. V. Logan, A. M., professor of logic and biblical literature and the synod's professor of ethics; Rev. R. L. Breck, D. D.,[1] professor of psychology and political science; J. Alston Cabell, C. E., M. E., B. S., professor of physics; Hugh A. Moran, A. B., lecturer on history and mythology; W. M. Willson, A. M., professor of Greek; A. N. Gordon, B. P., adjunct professor of mathematics, and B. Harrison Waddell, A. M., professor of German and adjunct professor of ancient languages.

The law college had a faculty of three professors, with C. F. Burnham, LL. D., as president. Just prior to the opening of these departments the medical college of the university was organized in Louisville, under the name of the Hospital College of Medicine, and its first preliminary term opened there on September 7, 1874. It had a faculty of nine professors and several assistants, its first president being E. D. Foree, M. D., and its first dean William Bolling, M. D. This department and the college of dentistry, which has since been added as a new department to the university, have been located in Louisville, particularly on account of the superior clinical advantages offered by a large city. The history of these colleges will be reserved for a subsequent portion of this article, our attention being confined for the present to the general history of the university, and particularly of those departments of it located at Richmond.

### DEVELOPMENT OF THE RICHMOND DEPARTMENTS.

During the first session of the college of philosophy, letters, and science, 117 students were in attendance, 36 of whom were in the collegiate department. A regular college course was inaugurated from the beginning. It contained the nine departments of Latin, Greek, ethics, evidences of Christianity and logic, metaphysics and political economy,

[1] Dr. Breck at this time held a chair as well as discharged the duties of the chancellorship, an arrangement not now in operation.

hematics, English language and literature, physics and chemistry, eralogy and geology, and modern languages, the completion of the five of which led to the degree of bachelor of science, while all the last were required for the degree of bachelor of arts. The ege had at its opening a good supply of scientific apparatus and a ary of nearly 1,000 volumes. Its annual matriculation during the y years of its history was fairly well sustained, being usually about , and its first graduating class of five bachelors of arts and one helor of science was sent out in 1877.

wing to the relation, already mentioned, in which the chancellor ids to the institution, a large part of the responsibility of its manage- it naturally falls on him, and upon him in a great measure depends success. A large share of the subsequent prosperity of Central versity has been due to the earnest, self-sacrificing efforts of its active chancellor, Dr. Breck, who, although comparatively young, become a recognized leader of his church in Kentucky, and was a of strong convictions and unwavering courage. He threw himself all the enthusiasm of his nature into the work of organizing and ipping the institution, and to him are its foundations largely due his zeal, efficiency, energy, and weight, more than to any other 's, Central University is indebted for its establishment."[1] He even ificed his health in its service and on that account was soon com- ed to sever his connection with it.

he institution then for a time experienced dark days. Owing to the eral financial stringency of the period of its foundation, trouble had experienced in collecting the subscriptions to its funds, and its irs otherwise looked so gloomy that Dr. Pratt resigned the presi- cy of the college of letters, and its law college, which had opened ditiously, was compelled to suspend for lack of sufficient support. y friends of the university had begun to despair of its success, when ooking for a desirable chancellor, the attention of the board of tors was drawn to the qualifications of a man comparatively young known as an efficient pastor, possessing energy, ability, and varied larship, as well as enthusiasm in the cause of education.

his man, Rev. L. H. Blanton, D. D., was selected in 1880 as Dr. k's successor in the chancellorship of the university, and with his ssion to office in the summer of that year a new era dawned the institution. Dr. Blanton, being a man of great executive ity, with an intuitive knowledge of men, and broad and liberal s of college administration, besides being prudent in financial mat- and practical in his business plans, has built wisely upon the dations laid by Dr. Breck. His energy and hopefulness soon re- elled the atmosphere of doubt and discouragement hanging over institution that men of liberal means began to pour their contribu- s into its endowment fund and in a short time its prominence and

[1] Green's Historic Families of Kentucky, p. 214.

future prosperity were completely assured. All of his efforts to advance the interests of the university were ably assisted by Rev. J. V. Logan, D. D., who had formerly been the synod's professor of ethics in its faculty, but had been elected to the presidency of its college of philosophy, letters, and science at the time of Dr. Blanton's accession to its chancellorship. These officers have since retained their respective positions and have efficiently cooperated in the successful management of the institution in whose foundation they had both taken an active interest.

During the first year of the new administration the number of students considerably increased and about $40,000 was added to the endowment; during the second year the new endowment fund, which synod proposed to make $100,000, was raised to half that amount, while the matriculation was enlarged from 109, in the preceding year, to 149. The history of the institution has since been one of improvement and enlargement in many directions.

Although the completion of the endowment proposed by synod had to be suspended in 1883, on account of the general financial stringency, the movement has since continued and much more than the amount then had in view has been obtained. In the early part of 1886, within sixty days, contributions aggregating about $100,000 were made by a few generous friends of the institution in Kentucky, while in 1890 $30,000 more was received, and in 1895 $10,000. These gifts, together with the additions that had been made to its general equipment, made the total value of the property and funds of the university in April, 1896, approximate $325,000. As will be noticed elsewhere, recent enlargements of the equipment have since taken place. A new plan of endowment has also recently been adopted, as a beginning of which one subscription of $8,500 has already been made.

Among the larger contributors to the different funds of the university since 1880 have been Mr. and Mrs. S. P. Walters, $30,000; Hon. H. W. McBrayer, $30,000; Mr. Orville Ford, $20,000; Hon. D. C. Collins, $12,000; Mr. A. J. Alexander, $30,000; Mrs. Mary R. Kinkead, $10,000; Mrs. John McClintock, $5,000; Mrs. Mary J. Lyons, $5,000; Col. Bennett H. Young, $10,000; Mr. William T. Grant, $10,000, and Hon. W. N. Haldeman, $10,000. The Walters professorship of applied mathematics, the McBrayer professorship of the Bible and Christian evidences, the Ford professorship of English and modern languages, the Alexander professorship of philosophy, the Mary R. Kinkead memorial, the McClintock memorial, and the Lyons lectureship have been named in honor of those who mainly or wholly endowed them.

The different contributions which have been mentioned have mainly become part of the productive endowment, but from this and other sources during this period material additions have been made both to the buildings and educational apparatus of the university. A plan was inaugurated in connection with the celebration of the centennial[1]

[1] *This centennial was celebrated at Harrodsburg in October, 1883.*

of the establishment of Presbyterianism in Kentucky by the s
the Southern Presbyterian Church, in accordance with which th
of that church in the State raised a fund from which was cons
on the university campus, as a fitting memorial of that event,
rial Hall. This building, which will furnish accommodations f
50 young men, and cost, with its furniture, $20,000, was compl
September, 1883, and is intended to furnish to deserving stu
comfortable college home at a very moderate cost. In that y
the institution received by bequest a valuable contribution to it
ment in the form of the library of the late Rev. R. W. Landis
of Danville, Ky., which contained about 3,000 volumes. In
handsome new building was erected for the preparatory depa
in connection with which a hall was equipped with the best
gymnastic apparatus. In 1892 the complement of apparatus in
and chemistry was materially increased, and in 1898 Mr. C. C.
of Dayton, Ky., presented to the university museum a valuabl
tion of typical fossils. The previous means provided for p
training had not proven sufficient to meet the enlarged need
institution, and during the present summer, through the liber
two generous ladies of Richmond, a fine new gymnasium is bei
structed, which will furnish splendid facilities in that line fo
time to come.

With the growth of its endowment and equipment a similar
sion has taken place in the scope and character of the work o
the institution, new departments and new courses of instructi
ing been added from time to time, and so its position as a true
sity more fully attained. In 1887 a college of dentistry was
lished in Louisville as a new department, and in 1891 a pro
class in theology was instituted, and the collection of an endo
begun looking toward the opening of a college of theology. Thi
department will not, however, now probably be added to the uni
as its need was supplied by the establishment of Louisville P
terian Theological Seminary in 1893, in the foundation of wh
officers and friends of the university took a prominent part. B
1891 and 1896 three new preparatory schools were attached

added to the former, except Latin and Greek, while part of the department of natural science was made optional in the latter. In 1886 large contributions to the endowment enabled the faculty to widen the curriculum and introduce a system of partial electives into the junior and senior classes, which enabled the student to shape his course more in accordance with his special needs and tastes. The increase of the endowment having continued, new departments of instruction were instituted and two new members added to the faculty, one in 1891 and another in 1892, the department of natural science having been previously subdivided and its work more specialized, while in 1891 a new course leading to the degree of bachelor of letters was established. It substitutes modern languages, English, and history for the Greek and part of the mathematics and science of the bachelor of arts course. This gives the institution three regular degree courses,[1] in each of which the master's degree may be obtained by an additional year of regular study at the university and the preparation of an acceptable thesis in some special field of research.

In 1893 a new department of military science and tactics, regarded, aside from the useful information it imparts, as a valuable auxiliary to physical development and to discipline, completed the present curriculum, which is composed of the departments of Latin, Greek, mathematics, physics and astronomy, English language and literature, modern languages, philosophy, history and political science, chemistry, biology and geology, commercial science, the Bible and Christian evidences, and military science and tactics. The preparatory department attached to the college has a course of four years, especially designed to fit students for one of the college courses.

The annual matriculation of the university has kept pace well with its progress in other respects. The number of students in attendance upon the college of philosophy uniformly increased until 217 were members of its various classes in 1891–92. The average matriculation for the past six years in this department has approximated 200, as many as nine states having recently been represented at one time, and has not been reduced as much as that of several other institutions of similar grade in the State. The matriculation of all the departments of the university as a whole has steadily risen during this period, reaching a total of 807 in 1895–96, of 859 in 1896–97, and of 978 in 1897–98.

The proportion of students in the higher classes of the college of philosophy has, in late years, been very materially increased and the size of the graduating classes in that department has accordingly enlarged. From 6 to 15 graduates have been sent out by the college every year since 1880, until in 1897–98 the graduating class numbered 25 regular degree students, the largest in the history of the institution.

[1] Diplomas are conferred in each department, the requisite number of these leading to a degree. Special students are also allowed to take courses for which they have the proper preparation.

re have been altogether in the different degree courses of the col 224 graduates, of whom 134 have taken the degree of A. B., 6 of B. S., and 21 that of B. L. Many of these have entered th rent learned professions, especially the ministry and teaching, an e comparatively short period since the foundation of the institu have won an honorable position in their chosen fields of labor.

he board of curators in 1896, in accordance with the ideas no ely prevailing in Kentucky, opened the privileges of the institutio oung ladies from Madison County,[1] about 12 of whom were i ndance in 1896–97 and about 15 in 1897–98. On March 10, 189 ing deemed the experiment a success, the board, by resolution w the doors of the college fully open to young women upon th e terms as to young men, thus making the institution full ucational.

he following constitute the corps of administration and instructio e college of philosophy, letters, and science, an assistant in eac he departments of elocution, the classics, chemistry, history, an hematics not being enumerated: L. H. Blanton, D. D., chancellor . Logan, D. D., LL. D., president, synod's professor of ethics an ences, and professor of psychology and logic; L. G. Barbour, D. D. D., professor of history and Bible; J. T. Akers, Ph. D., Ford pro or of English language and literature, and professor of moder uages; C. G. Crooks, M. A., Walters professor of mathematics ert M. Parks, Ph. D., professor of chemistry; A. Wilkes Smith D. S., M. D., professor of physiology; Gordon Paxton, M. A., pro or of Latin; Lieut. S. P. Vestal, U. S. A., professor of militar nce and tactics; Edwin L. Green, Ph. D., professor of Greek; J. H ndler, B. L., adjunct professor of English.

## COLLEGE OF LAW.

s already noted, this new department, or rather an old department ved, was attached to the university in 1897. It is located in Rich d and is operated in conjunction with the college of philosophy, ers, and science, to whose classes its matriculates have access with additional expense. The college was opened on October 1, 1897. had 12 students during its first year. It has an able faculty o e members, with William Chenault, LL. D., as its executive head. fessor Chenault was for a number of years a professor in the law artment of the University of Louisville, as well as dean of the itution, and is known as one of the leading teachers of law in the th and West.

he methods of instruction in the college are by recitation, lecture case study, combined with frequent quizzes and reviews in the rent studies of the course, the whole being illustrated an ced by a moot court, which meets regularly. It is aimed to giv

[1] The county in which Richmond is situated.

the student both a theoretical and practical knowledge of the law and to fit him directly for practice. The course of instruction extends over two years and embraces all the subjects usually pursued in the best law schools of the country. It leads to the degree of bachelor of laws. A number of lectures upon special topics are given, in addition to the regular course, by distinguished members of the Kentucky bar. The following constitute the regular members of the present faculty: William Chenault, LL. D., president, professor of elementary law, pleading, commercial law, real property, and criminal law; J. V. Logan, LL. D., professor of political science and civics; R. W. Miller, A. B., LL. B., professor of contracts, torts, evidence, equity and corporations.

## UNIVERSITY HIGH SCHOOLS.

One of the most prominent features in the history of the development of the university during the past seven years has been the establishment, in conjunction with it, of three new high schools in different portions of the State, which have proven important auxiliaries to its work. Its charter, as before mentioned, provides for the foundation of six such schools, but only one, the preparatory school at Richmond, instituted at the opening of the university, had been established up to 1891. In that year a second one, known as Jackson Collegiate Institute, was opened at Jackson, while in 1892 a third, named Hardin Collegiate Institute, was established at Elizabethtown, and in 1896 a fourth, called Middlesboro University School, at Middlesboro.

These schools are not intended merely as preparatory schools to the university, but are also to furnish a good well-rounded English education to such as can pursue their education no further, and especially to furnish well-trained teachers for the public schools of the State. So, in addition to a regular high-school course of four years extending to the junior year of the college of philosophy of the university, they each have special commercial and normal courses and the usual ornamental departments. The schools at Jackson and Middlesboro especially are so situated in the eastern part of the State as to be able to perform an important public service in furnishing teachers for a section hitherto much neglected educationally, a work upon which the older of these schools particularly has already entered with great success.

The worth of this institution was especially recognized in 1897 by the liberal gift, in addition to her previous annual contribution to its support, of $5,000 by Mrs. S. P. Lees, of New York City, a native of Kentucky, for a new building, while Mrs. N. F. McCormick, of Chicago, Ill., generously added $5,000 to establish a department of manual training. Both donations were made on the condition of an equal amount for the same purpose being raised within the State, which was done, and a splendid new building, with an excellent equipment for manual training, was opened in September, 1897. In honor of these donations the school has since been called the S. P. Lees Collegiate Institute, and the

rtment of manual training the N. F. McCormick School of Manual ning. Hardin Collegiate Institute and Middlesboro University ol also have excellent buildings and general equipment, all three e schools having dormitories for students. All are also coeduca l. The S. P. Lees Collegiate Institute has had since its foundatio nnual average matriculation of about 200 students. Its present ty contains 8 teachers. The corresponding figures for Hardin Col te Institute are 60 and 5, and for Middlesboro University School d 5. Their respective principals are J. M. Moore, A. M.; Rice Mi .. B., and James R. Sterrett, B. S.

## MEDICAL DEPARTMENT OF THE UNIVERSITY—THE HOSPITAL COLLEGE OF MEDICINE—LOUISVILLE.

s have seen that this department of the university was opened in ville in the same year the college of philosophy was organized in mond. The medical department was from the first located at its nt situation, on Chestnut street, opposite the city hospital, and called the Hospital College of Medicine. The preliminary session e institution was opened on September 7, 1874, and its first faculty composed of the following regular professors, besides whom there five assistants and demonstrators: E. D. Force, LL. D., M. D.; k C. Wilson, A. B., M. D.; William H. Bolling, M. D.; John T. ams, A. M., M. D.; James M. Holloway, A. M., M. D.; William y, A. M., M. D.; John J. Speed, A. M., M. D.; John A. Larrabee, .. and Dudley S. Reynolds, A. M., M. D. Dr. Force was president e faculty and Dr. Bolling its dean.

e building provided for the institution at its opening was quite a ortable and convenient one, while the course of instruction was the ears' course then usual in medical colleges. A modern tone was, ver, given to this course at the end of the first session by the dionment of the time honored thesis as a requisite for graduation the substitution of written examinations, in which a high general ge was required. The beginnings of a fine museum collection at once laid, and clinical exercises and laboratory instruction were the first made a prominent part of the regular curriculum.

e hundred and three students, representing 22 States of the Union foreign countries, many of whom were advanced students from institutions, were in attendance the first session, and at its close legree of M. D. was conferred upon 57 of these. The classes of nstitution throughout its history until the last few years have comparatively small, varying in number from 19 to 133 up to 1884. hey have for the most part been composed of young men of good mmary education, and the college, by reason of its requirements, aken and maintained a high rank among similar institutions, in outh and West particularly.

methods have been progressive in every way. Since 1879 espe

CENTRAL UNIVERSITY. THE HOSPITAL COLLEGE OF MEDICINE, LOUISVILLE.

cially a strict compliance with its graduation requirements of the completion of a two years' lecture course of similar scope to its own, with one year's preliminary study, has been enforced by it, and since then it has been among the foremost medical schools of the South in raising its standard. Under the old system of appointments to positions on the resident staff of the city hospital of Louisville by competitive examination, the institution from the very first held its own—in fact, more than did so—in competition with the older medical colleges of the city, often holding all four of the appointments then offered by the hospital.

The equipment of the institution has always been kept up with the demands of modern medical education. In 1878 the McClure cabinet of rare and valuable specimens was purchased for it and added to its museum, which was thus made quite ample. Its cabinet of materia medica was at that time also quite complete, and its dissecting room was early made one of the finest in the West. At the beginning of the session of 1881–82 a laboratory for the study of general pathology and hygiene was equipped, and a laboratory for investigation in bacteriology was also inaugurated as a part of the regular curriculum, the latter being presided over by the professor of pathology and hygiene, assisted by competent demonstrators.

At the conclusion of the session of 1881-82 it was considered, for various reasons, more desirable to have a considerable portion of the annual session in the spring and summer and, accordingly, the next session was opened at the beginning of the next year, a practice which has since been retained, the sessions beginning on January 1 of each year. After this change a fall polyclinical course for advanced students and practitioners of medicine was maintained for a number of years, but has lately been discontinued.

For the session of 1887 a standard preliminary educational qualification, embracing the branches of a good English education was exacted of all matriculants. While this had the effect of keeping the attendance comparatively small for a considerable time, it finally resulted in the gradual increase in numbers of students possessed of all the necessary educational training to fit them for an intelligent comprehension of the technology of medicine.

The college has shared in all the organized movements of the profession to advance the standard of medical education throughout the country. It took part in the convention of medical colleges in Philadelphia in 1876, and was active in its interest in the organization of the Association of American Medical Colleges in Chicago in 1877. It was represented at the revival of that association in Nashville in 1890 and at its full reorganization in Washington in 1891. At both of these last two conventions it earnestly supported the establishment in all the institutions of the country of a graded course of instruction extending through three annual sessions of not less than six months each as a

rement for graduation. As an evidence of its own position in matter, the Hospital College in 1890 inaugurated such a course, full requirements for its session of 1891, being the first medical ge in the South to do so, its preliminary educational requirements ; at the same time also advanced. The institution has since taken minent part in the councils of the Association and has conformed to the latter's advanced requirements in all respects, instituting 95, for new students entering at that time, the standard course of annual sessions, which must include at least two sessions in dis- on and in chemical instruction, and at least one course of instruc- n the laboratories of chemistry, histology, pathology, bacteriology, surgery.

e equipment of the college, both in the way of buildings and ratus of all kinds, has also been kept up to the demands of the times. 886, in order to meet enlarged needs and to make more elaborate gements for laboratory and clinical instruction, new buildings erected and the conveniences of the institution greatly amplified. s at this time that quarters were prepared for the new College of istry, which was inaugurated in conjunction with the Hospital ge in January, 1887. The accommodations then prepared were, ver, soon insufficient for the two institutions, and so, in 1893, a fine modern four-story brick and stone building was constructed for , which was formally opened on January 2, 1894. It is one of the complete and ample of its kind in the country and furnished ged facilities in every way for the medical college, having com- ous laboratories of histology, microscopy, and practical surgery, in ion to those already possessed by the institution, besides affording lent quarters for lecture and recitation rooms, as well as for the ry and museum. It also offered greater opportunities for clinical ction, as the dispensary connected with the college was at that greatly enlarged and its service more thoroughly systematized.

1896, in order to further increase the facilities for clinical instruc- and to furnish students hospital experience and training, a fine hospital, a three-story brick and stone structure of handsome n, known as the Gray Street Infirmary, was erected, adjoining the ge. It was opened January 1, 1897, and contains four wards, two hite and two for colored patients, male and female, with numerous te rooms for special and surgical cases, and is built after the most ved methods of hospital construction, with all the modern ntments. With all its appliances it furnishes clinical advantages ably unsurpassed by any similar institution in this country.

e annual matriculation of the college has largely increased in t years and is now among the largest in the South, its average e past four years having been considerably over 200 regular stu- s, besides a number of others taking special courses. About 30 per of its students come from the States of Kentucky, Indiana, Illinois,

and Tennessee. The remainder are from the South and West, largely, although there are a great many from the Eastern States and some from foreign countries. Several times in recent years more States and countries have been represented by its matriculates than at its opening. Its graduating classes have also gradually increased in size, until that of 1898 numbered 135, the largest in the history of the institution. The total number of graduates to 1898, inclusive, is 996, among whom are many prominent practitioners in all branches of the medical profession in different parts of the country.

The methods of instruction in the institution embrace the blending of didactic lectures, laboratory work, quizzes, dissections, demonstrations, and careful clinical teaching by the professors and the chiefs of the different clinics. The present curriculum includes the departments of anatomy, physiology and hygiene, materia medica and therapeutics, chemistry, principles and practice of medicine, surgery, diseases of the chest, obstetrics, gynecology and abdominal surgery, diseases of children, ophthalmology and otology, diseases of the eye, ear, nose, and throat, diseases of the skin, genito-urinary diseases, and medical jurisprudence.

The following are the present regular professors of the college, in addition to whom its faculty contains twenty-three clinical professors, lecturers, and demonstrators in the various departments: John A. Larrabee, M. D., president, professor of obstetrics and diseases of children; Dudley S. Reynolds, A. M., M. D., professor of ophthalmology, otology, and medical jurisprudence; Frank C. Wilson, A. B., M. D., professor of diseases of the chest and physical diagnosis; Samuel G. Dabney, M. D., professor of physiology and hygiene; Philip F. Barbour, A. B., M. D., professor of medical chemistry and toxicology; Thomas Hunt Stucky, M. D., Ph. D., professor of principles and practice of medicine and clinical medicine; John Edwin Hays, A. M., M. D., professor of anatomy and dermatology; H. Horace Grant, A. M., M. D., professor of the principles and practice of surgery and clinical surgery; Lewis S. McMurtry, A. M., M. D., professor of gynecology; P. Richard Taylor, M. D., dean, professor of materia medica and therapeutics.

The following have been the executive officers of the institution since its foundation: Presidents—E. D. Foree, LL. D., M. D., 1874–1882; William Bailey, A. M., M. D., 1882–1885; William H. Bolling, M. D., 1885–1891; Dudley S. Reynolds, A. M., M. D., 1891–1893; John A. Larrabee, M. D., 1893 to present. Deans—William H. Bolling, M. D., 1874–1885; J. Lewis Howe, Ph. D., M. D., F. C. S., 1885–1894; P. Richard Taylor, M. D., 1894 to present.

### THE DENTAL DEPARTMENT OF THE UNIVERSITY—LOUISVILLE COLLEGE OF DENTISTRY, LOUISVILLE.

The establishment of this department of Central University at Louisville in 1887 has already been mentioned. The new college was organized in 1886, but, holding its sessions at the same time as those of the

pital College of Medicine, was not opened until January 20, 187
ccupied the building erected for the two colleges in 1886, but ha
rely separate lecture rooms, laboratories, halls, and infirmary fro
medical college, as it has since had in the later building of 189
two departments, however, to the advantage of both professo
students, being thus contiguous, are operated in close conjuncto
eral members of their faculties being identical, and the students o
having access to the courses of the other without additiona
ense, and being able to take an extra degree in one after complet
the course in the other, with the saving of at least a year's time.

he original faculty of the College of Dentistry was composed of th
owing regular professors in addition to three demonstrators: A
kes Smith, M. D., D. D. S., professor of oral and dental surgery an
rative dentistry; Charles G. Edwards, D. D. S., professor of pro
ic and clinical dentistry; A. M. Cartledge, M. D., professor o
gery; Dudley S. Reynolds, A. M., M. D., professor of pathology an
iene; Frank C. Wilson, A. B., M. D., professor of the principles an
ctice of medicine; Samuel G. Dabney, M. D., professor of physiolog
histology; John A. Larrabee, M. D., professor of materia medic
therapeutics; Cornelius Skinner, M. D., professor of anatomy; J
vis Howe, Ph. D., M. D., F. C. S., professor of medical chemistry
toxicology.

r. Smith was the president of this faculty and Dr. Howe its dean
he course of instruction originally inaugurated was the usual tw
rs' lecture course for sessions of five months then in vogue through
this country. Seventeen students, a considerable proportion o
m had pursued dental studies in other institutions, were in attend
e the first session, and at its close the degree of doctor of dentistry
conferred on 11 candidates. The matriculation increased to 2
second year, 45 the third year, and 72 the fourth year, while there
e 4 graduates in 1888, 13 in 1889, 12 in 1890, and 26 in 1891. The
dents had up to this time represented altogether as many as twenty
tes of the Union and two foreign countries.

he college has always taken a decided stand in favor of the
ancement of dental education throughout the country. It became
he end of its first session a member of the National Association o
tal Faculties, and has since continued an earnest participant in the
mo[illegible] of the objects of that organization. In 1890, in conformity
the requirements of that body, it advanced its standard of grad
ion so as to require the completion of three annual sessions of nin
th[illegible] each, in two of which dissection must have been
sued. A [illegible] entrance requirement embracing the elements
g[illegible] education was also established.

he [illegible] for graduation and the general financia
ress [illegible] somewhat for a short while afte
, but the attendance soon again enlarged, and it was found neces

sary, in conjunction with the erection of the new building for the medical college in 1893, to prepare new accommodations for the college of dentistry. The additional quarters prepared for the latter in the new building, opened on January 2, 1894, were second to none of any similar institution, at least in the South or West, in size, beauty, and convenience, and furnished a complete modern equipment in the way of didactic and clinical lecture amphitheaters, chemical and dental laboratories, dissecting rooms, infirmary, and other necessary departments.

The growth of the institution was, however, so rapid that additional accommodations were necessary, and in 1896 a commodious and handsome new infirmary and hospital, containing a spacious clinical amphitheater and provided with every modern convenience for operations in both general and oral surgery, was erected in the rear of the main building. The attendance of the session of 1897 was so large as to even task the capacity of the new buildings at once, and additional provision had to be made in the way of operative clinic rooms for the session of 1898.

The increase in matriculation during the past seven years has been very pronounced. The average annual attendance during that time has been 125, and in 1898 172 regular students were in attendance upon the various classes of the college. As in the case of the medical college, about 30 per cent of the matriculates of the College of Dentistry come from the States of Kentucky, Indiana, Tennessee, and Illinois, but the remainder represent all the other States of the Union and several foreign countries. At one time in recent years as many as twenty-six States of the United States and two other countries have been represented by its students. The enlargement of the graduating class has also corresponded well with that of the general student body, the number of graduates having increased from 6 in 1893 to 49 in 1898. The total number of alumni to 1898 inclusive is 259.

The aim of the course of instruction of the institution is to thoroughly equip the student with that knowledge, both theoretical and practical, which will enable him to practice his profession with eminent success. To this end he is required not only to pursue those studies directly pertaining to dentistry, but other collateral branches, especially of medicine, which will broaden his knowledge and furnish him a better scientific foundation. He takes the same course of elementary instruction as the medical student, the graded course in anatomy, physiology, chemistry, materia medica and therapeutics, histology, pathology, and bacteriology, and in the principles of medicine, surgery, and hygiene. The close conjunction in which the College of Dentistry and the Hospital College of Medicine are operated especially facilitates this broad plan.

In the dental college, as in the medical, the scientific and practical go hand in hand, lectures and clinics being always combined; a knowledge of the course pursued is also exacted by frequent quizzes and

ctical tests of various kinds. The course of instruction in the col
of dentistry, besides the departments already mentioned, includes
se of operative dentistry, oral surgery, and dental pathology, pro
tic dentistry and crown and bridge work, orthodontia, technics an
esthesia, and dental jurisprudence.

he following are the regular professors of the present faculty, whic
y also includes thirteen lecturers, assistants, and clinical instruct
A. Wilkes Smith, D. D. S., M. D., emeritus professor of oral an
tal surgery; Henry Bryant Tileston, D. D. S., president, professor o
rative dentistry, dental materia medica and therapeutics, and dent
ology; Edward M. Kettig, M. D., D. D. S., professor of oral surger
dental pathology; Winfield Scott Smith, D. D. S., professor o
sthetic dentistry, crown and bridge work; William Edward Gran
D. S., professor of orthodontia, technics, and anæsthesia; Samuel G
oney, M. D., professor of physiology and hygiene; John Edwi
yes, A. M., M. D., professor of anatomy; H. Horace Grant, A. M
D., professor of surgery; P. Richard Taylor, M. D., dean, professo
materia medica and therapeutics; Philip F. Barbour, A. B., M. D
fessor of chemistry and metallurgy.

he executive officers of the college since its foundation have bee
follows: Presidents, A. Wilkes Smith, M. D., D. D. S., 1887–189
ncis Peabody, D. D. S., 1892–1897. H. B. Tileston, D. D. S., 1897 t
sent. Deans: J. Lewis Howe, Ph. D., M. D., F. C. S., 1887–189
Richard Taylor, M. D., 1894 to present.

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istoric Families of Kentucky, by Thomas Marshall Green, Cincinnati, 189
llins's and Smith's History, Home and School (Vol. III), Henderson's Centen
Exhibit.

## CLINTON COLLEGE, CLINTON.

linton College proposes to furnish a good, substantial education fo
ng men and young women at as moderate expense as possible
institution is Baptist in management, being conducted under th
ronage of West Union Baptist Association. Its original establish
nt is due to the lack of facilities for higher education in the western
t of Kentucky, at the time of its foundation, when good school
e few and the public school system, in the inefficient form in whic
hen existed, was entirely inadequate to the educational demands o
ction fast becoming thickly populated.

he one who first realized most sensibly the need of the college an
t agitated the question of its establishment, which he took an activ
t in bringing about, was Rev. Willis White, ordinarily called in hi
tion of the State, Father White, who may, more than anyone else
called the father of the institution.

Mr. White was a highly respected Baptist clergyman, who ha
ered the ministry of his church in western Kentucky in 1834 an

had labored in that capacity many years with great acceptability. Just subsequent to the civil war he became county superintendent of public schools of Hickman County, and it was while in the discharge of the duties of that office that he realized more fully than ever how wholly insufficient were the schools of that section to supply the needs of its people. About 1871 he began to agitate the subject of founding an institution, which would at least partially meet pressing educational demands, and to travel and solicit funds for its equipment.

In this way the money was secured for the erection of the first building of Clinton Female College, which was begun in 1873. The beautiful campus of 8 acres upon which this building is located was donated to the institution by Mr. Robert Moore. The funds raised by Father White were not large, and the cost of the first building, which was not completed for some time after it was begun, was about $7,000.

As its original name implies, the school was at first exclusively for young ladies. It was organized under the general corporation laws of the State and is controlled by a board of seven trustees, each of whom is required to be a member in good and regular standing of some Baptist church. The college is empowered by its charter to confer the usual college degrees, but has chosen, until quite recently, to grant diplomas, but not regular degrees. Its original curriculum embraced all grades of instruction from primary to collegiate, the latter being intended at first to give only a good English education. The classics and other departments were soon added, so that its course was before long quite equal to that of many other institutions in the State, which grant regular collegiate degrees. Its curriculum was early divided into classical and scientific courses.

The school was first opened in September, 1874, before its own building was ready for occupancy, and was conducted for a time in the Baptist Church[1] in Clinton. It had only 15 pupils at the beginning. Its original faculty was Prof. T. N. Wells and Miss Amanda M. Hicks. Some assistance was given in the teaching of the first session by the wife and daughter of Professor Wells. The institution soon occupied its own building, although still somewhat incomplete, and before the end of the year had an enrollment of 45 students. The attendance had increased to 60 matriculates in 1875–76, when there were three regular teachers and the property of the college was estimated to be worth $15,000, while its equipment of scientific apparatus was good.

In the autumn of 1876 young men were for the first time admitted as students, and the institution has since remained fully coeducational, having dropped the word female from its name. In 1879 a course especially designed for teachers and also one in commercial science were added to the previous curriculum and the enrollment for the year rose

[1] This is according to the catalogue of 1894–95. The sketch by Rev. Mr. Bailey says it was opened in its own unfinished building and that by Miss Hicks says its building was complete at the opening.

0. Professor Wells continued as president of the college for six
, during which the institution sent out 12 graduates, 5 in the
tific and 7 in the classical course, the first class, that of 1878, having
composed of two graduates in the scientific course.

on the resignation of Professor Wells, in 1880, he was succeeded
e presidency of the college by Miss Hicks, who had been connected
the institution from its inception. She held the position for four
years, and is the one who largely built up the college to what it is
y. Her success is conceded by all to be due to her own strong and
ful personality, as she had to struggle heroically against the lack
dowment and against prejudice. The school, under her able man-
ent, gradually expanded in its equipment, faculty, and courses,
ll as in the number of its students, until it soon began to compare
ably with other institutions of higher education in the State.

ss Hicks was a graduate of the Oswego (N. Y.) Normal School
teacher of fine talents. The faculty she gathered about her were
well trained and efficient instructors. In 1881–82 there were 6
ers and an attendance of 200 students, which is perhaps the
st matriculation the college has ever had, but a much larger pro-
on of its students have in recent years been members of its higher
es. The work had so outgrown itself in 1883 that an addition had
made to the main building.

e American Baptist Educational Society cooperated with Miss
s in her work, and about 1889 appointed an agent to endeavor to
e an endowment for the college. Not much success seems to have
obtained for this laudable purpose, but enough means were real-
to complete in 1890 a boarding cottage with accommodations for
ung ladies, while an additional member had been added to the
ty. Upon the completion of the young ladies' boarding cottage
S. A. Fairfield became associated with Miss Hicks in the manage-
of the institution, and so remained until the end of the latter's
nistration.

acon Joseph Cook, of Cambridge, Mass., who had given $5,000 for
uilding of the boarding cottage and who died in the winter of 1891,
induced, through Miss Hicks's influence and that of a lifelong
d of hers living in Cambridge, to bequeath to the college a sum
nting to between $25,000 and $35,000, the larger portion of which
been paid over to the institution and is now invested as a perma-
endowment. In 1892 the college received a considerable collec-
of valuable books from the library of the Rev. Mr. Leonard, a
ist minister of Ohio, lately deceased.

May, 1894, Miss Hicks found it necessary for personal reasons to
her connection with the institution to which in different capaci-
she had devoted twenty years of self sacrificing labor. Besides the
tions to its equipment and the foundation of its endowment which
been mentioned, she had accumulated for it a library of 1,200 vol-

umes, and, above all, had established for it a high standard of scholarship and imparted to it throughout a high moral tone. The graduating class at times during the last years of her administration contained as many as 12 members, and the total number of graduates for the period was about 50.

Upon Miss Hicks's retirement Rev. E. K. Chandler, D. D., of Rhode Island, who had been for twenty years the pastor of various Baptist churches in the East—the last seven years of the time at Cambridge, Mass.—was elected as her successor in the presidency of the college. At the beginning of his administration considerable improvements were made in the grounds and buildings of the institution and material additions to its scientific apparatus also took place. In 1895 Prof. J. N. Robinson, an alumnus of Bethel College, Kentucky, and a teacher with a number of years of successful experience, was associated with President Chandler in the faculty as its business manager and financial agent.

President Chandler resigned in 1896, since which time there have been several changes in the presidency of the institution. Rev. A. S. Petty, D. D., first became president, but only retained the office for a few months, when he was succeeded by Rev. G. W. Riley, who held the position until the present summer, when A. F. Williams, A. M., was elected president. Professor Williams has been for several years the vice president of Bethel College, Russellville, Ky., and by his training should be well fitted to make a success of his present position.

The students of Clinton come mainly from western Kentucky, northwestern Tennessee, and southeastern Missouri. The average matriculation annually for the past few years has been about 150. The number of graduates each year of late has averaged about 6. The total number of graduates since the first class was sent out in 1878 is about 90, who are about equally divided between the sexes. Of these graduates several have become successful teachers and lawyers, while others occupy prominent Baptist pulpits. To meet local needs the college still maintains all grades of instruction from primary to a collegiate course of four years. Its preparatory department has a course extending through three years, while the regular classical and scientific college courses[1] extend through four years each. It has also a department of music and a teachers' training course, to prepare for teaching in the public schools. The present faculty has seven members.

[1] The schools of instruction leading to these courses are Latin and Greek, modern languages, English, history, mathematics, mental and moral philosophy, and natural science, in each of which a diploma is granted. In the scientific course certain portions of the schools of natural science and modern languages are substituted for Greek in the classical course.

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**Facts furnished by President Chandler have formed the basis of this sketch, particularly for its early history. The facts thus obtained have been supplemented by information obtained from catalogues, from a short sketch in the Clinton Democrat, by Rev. B. B. Bailey, one in the Baptist Gleaner, by Miss A. M. Hicks, and from Henderson's Centennial Exhibit.**

## LIBERTY COLLEGE, GLASGOW.

Liberty College is the outgrowth of the interest and enterprise manifested in the cause of higher education by the citizens of Glasgow, Ky., and of the Baptists of Liberty Association, from which body it receives its name. The one principally instrumental in its foundation is Rev. N. G. Terry, still a member of its board of regents, who was for a number of years in charge of Allen Lodge Female College, a local institution situated at Glasgow, of which in a sense Liberty College may beconsidered a development. While engaged in conducting it, Mr. Terry, about 1872, conceived the idea that the scope and character of the educational work then being done in the community could be enlarged by having Liberty Association of the Baptist Church found, under its own control, a higher and better institution. Accordingly he drew up a preamble and set of resolutions looking toward that end, which he was instrumental in having the association adopt at its next regular annual meeting.

Among other generous promoters and warm friends of the enterprise in Glasgow and elsewhere may be mentioned ex-Governor P. H. Leslie, Major Cheek, Hon. S. E. Jones, and Rev. Basil Manly, D. D., then president of Georgetown College, Kentucky. Dr. Manly drafted the charter for the proposed institution, and it was largely through his influence that it was passed by the State legislature in 1873. According to this instrument, the college was to be managed by a board of 16 regents or trustees, elected, two each year after the first year, by the association after which it was named. It was also granted all the usual collegiate powers and privileges.

After its legal basis was thus secured it was decided to locate the institution in that town within the bounds of the association which should offer the greatest inducements. Accordingly a contest of liberality arose, in which Smith's Grove, Cave City, and Glasgow participated, the latter securing the college by furnishing a subscription of about $12,000. Additional funds were soon raised, an admirable site purchased, and a handsome brick building, partly two stories and partly three stories in height, with a front of 140 feet and a depth of 80 feet, erected at a cost of about $25,000. This structure, which was completed in 1875, is well adapted for its uses and contains, in addition to its excellent rooms for educational purposes, accommodations for 40 boarding pupils. The institution was at first designed only for young ladies and was conducted for many years as an exclu-

LIBERTY COLLEGE.

sively female college. Its course as first established was that usually pursued in female colleges at the time.

Upon the completion of its building its presidency was at first tendered to its chief founder, Rev. N. G. Terry, but on his declining the position the board of regents elected as the first president of the college James H. Fuqua, A. M., an alumnus of Bethel College in 1858 and already a teacher of mark, who has subsequently been prominent in the educational history of the State, as a professor for many years in his alma mater, and for a time chairman of its faculty. President Fuqua took charge of Liberty College at its opening in September, 1875, and remained at its head for five years, during which it seems to have been quite prosperous. It sent out its first graduating class of 4 members in 1878 and had 18 other alumnæ during the remaining two years of this administration. President Fuqua resigned in 1880 to accept a professorship in Bethel College. His successor in the presidency of Liberty College was Rev. J. B. Reynolds, whose administration continued during one year. It was about this time, when the institution experienced considerable distress financially, that it found a valuable friend and helper in the late Rev. W. W. Gardner, D. D. The original building had not been completed without accumulating a debt of about $8,000, which was now pressing heavily upon it. It was rescued from this embarrassment by the efforts and energy of Dr. Gardner, who was long connected with the educational work of his church in Kentucky, being for many years professor of theology at Bethel College, and whose labors for and devotion to the cause of education in the State well deserve a special mention. Seeing at this time the work of Liberty College liable to be seriously hindered, he took the field in its behalf and was able to secure money and pledges sufficient to free the institution from debt.

After President Reynolds's retirement from the executive chair of the college Profs. E. W. Elrod and J. P. Fruit were then associated for two years in its presidency. At the end of this time Professor Fruit resigned to accept the chair of English in his alma mater, Bethel College, and his place was supplied by Prof. E. W. White, who remained associated with Professor Elrod in the management of Liberty until 1889, when both resigned to take charge of Lynnland Institute, which they had jointly purchased. The college at Glasgow had had a good patronage during their administration, its alumnæ for the past eight years having numbered 33.

In the summer of 1889 Rev. T. S. McCall was elected to the presidency of the institution, a position held by him two years, when he resigned to become president of Bethel Female College at Hopkinsville, Ky. The average annual attendance during his administration was about 120 and the number of graduates for the time 11.

The next incumbent of the executive chair of Liberty College was Rev. J. M. Bent, D. D., who resigned the presidency of the Baptist

ciency, together with some other necessary indebtedness, h
mulated to about $4,000. Through the efforts of President F
amount was raised and enough more to make considerable
ments in the college property, so that at his resignation in
institution was left free from debt and prepared for greate
ness in the future. A primary department was attached to
tution during this administration and, in 1893–94, the numb
dents rose to 217, the largest in the history of the college. Th
at that time numbered 7 members.

In the summer of 1895, H. J. Greenwell, A. M., an alu
Georgetown College, Kentucky, who had had many years' s
experience at the head of educational enterprises at Bards
other places in Kentucky, became president of the college,
has since efficiently conducted. Under his administration
tution has steadily increased its matriculation, which wa
considerably reduced by the general financial stringency.
ent faculty contains six members, with George J. Burnett,
vice-president. Arrangements are in progress during the
summer to materially improve the college grounds and build
to add several new teachers to the faculty, a large commercia
ment being among the new features contemplated. The pres
lar college course in literature and science, together with
ments of music and art and a normal course for training te
to be maintained, and improved as the times demand.

A gradual movement toward what may be called popula
institution and making its advantages more accessible to th

The total number of graduates of Liberty College, according to the st information at hand, which is approximately correct, is 82, of om 79 are young ladies and 3 young men; a number of these adorn rious stations in different walks of life.

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This sketch is based entirely on correspondence and catalogues.

OGDEN COLLEGE, BOWLING GREEN.

Ogden College owes its existence to the wise beneficence of Maj. Robert W. Ogden, who by his will, dated December 7, 1870, left the sum of $50,000, "or so much thereof as may be necessary," to be used "in the purchase of suitable grounds and the erection thereon of appropriate buildings in or near the town of Bowling Green, Ky., to be dedicated and devoted to the education therein of males or females, young men or young women, as my executor or executors may elect."[1] By further provisions of the will the proposed institution was to be called Ogden College, if a male school should be decided upon, or Ogden Seminary if a female school. It was also made the residuary legatee of his estate, the income on the amount thus realized, which was estimated at the time of his death to be something over $60,000,[2] was "to form a fund out of which to pay, as far as it will go, the tuition fees of any of the young men [or young women] of Warren County or the State of Kentucky who may choose to avail themselves of this fund."[1] Preference was also expressed for a male college, although the decision of that matter was left entirely to his executors, Judge William V. Loving and his son, Hon. H. V. Loving, of Louisville, Ky., who, under the name of regents, were to have full general control over the institution, the more immediate government of which was to be intrusted to a board of five trustees, appointed by the regents.

Major Ogden died on November 10, 1873. Hon. H. V. Loving, the only one of his executors to accept the trust, decided in favor of a male college, according to the preference expressed in the will, and in September, 1874, selected as the first board of trustees for the institution Hon. Robert Rodes, Hon. H. T. Clark, Judge H. K. Thomas, Col. W. E. Holson, and Hon. D. W. Wright. Mr. Rodes became president and Mr. Wright secretary and treasurer. This board for a number of years looked after the interests of the infant institution faithfully and efficiently, and it was through their labors that much of the impetus which has made it what it now is was imparted. Mr. Wright especially, who still retains the same official position, has given much time and attention to the success of the enterprise.

Some time was necessarily occupied in settling up the estate, but,

[1] Records of the Warren County court.

[2] Collins's History of Kentucky, Vol. I, p. 246. Somewhat more than this amount was, it appears, realized from the residuary estate.

solution of the board of trustees adopted on June 12, 1877, it decided to open the college for students on the first Monday of the ring September, and on July 16, 1877, the first faculty was elected, osed of Rev. J. W. Wightman, D. D., president, and M. H. ıp and John P. Leotsakos, professors. A charter was later secured ıe institution, which bears the date of March 8, 1878, and confers e usual collegiate powers and privileges.

e amount of the residuary funds which could be depended upon e time of the opening of the college or that have been realized were not and have not been sufficient to support a large faculty operly train a large number of students. Hence the policy of the ees has been to limit the number of students to such as can be rly cared for by the institution, while at the same time giving as ı free tuition as its means will justify. The number of students received was limited to 100 by a resolution of the board adopted ugust 18, 1877. Tuition was practically free from the beginning ıdents from Kentucky, and especially from Warren County, these ; only required to pay a small incidental fee[1] each term, which was remitted entirely in the case of deserving students of limited s. Students from other States were required to pay in addition omparatively small tuition fee of $30 a year. Until quite recently any as 60 students have always been admitted free of tuition. ı this basis the matriculation of the institution has necessarily ined local to a large extent, as the local attendance has always quite equal to the capacity of the college under its regular ne, and the tuition of nonresident students, few in numbers as have been, could not be depended upon for an enlargement of nstitution, either in the way of furnishing additional teaching or better general equipment.

e first session of the college was opened on September 3, 1877, the erty having been leased for its use which had been lately occu- by Warren College, an institution inaugurated at Bowling Green, 72, under the patronage of the Methodist Episcopal Church South quite prosperous for a time, but which had recently been forced spend on account of lack of sufficient financial support. The e of instruction in the new institution, as originally outlined, sted of a preparatory course of two years and a college course of years. By reason of many students dropping out and others tak- heir places 128 matriculates were in attendance the first year, y all of them pursuing preparatory work. College classes were fully organized at the beginning of the next session, when iam A. Obenchain, A. M., was added to the previous faculty as essor of mathematics.

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ıs fee in 1877 was $5 a year. In 1878 it was made $6 a year and in 1880 $10 , which it has since remained.

1. Academic building. 2. Fourteenth street entrance.
3. View down State street from State street entrance.

OGDEN COLLEGE, BOWLING GREEN.

In 1878 the means of the institution were further increased by its becoming the residuary legatee of the estate of Maj. John E. Robinson, of Bowling Green. This bequest, amounting to about $25,000, was given for the endowment of a professorship. Subsequent litigation over the will, however, only left to the college about half that amount, the income from which has been set apart to the chair of natural science, which, in accordance with the terms of the bequest, is styled the John E. Robinson chair of natural science. In 1880 the desirable grounds and buildings hitherto used by the institution, which are beautifully situated in the suburbs of Bowling Green, well adapted to college purposes, and estimated to be worth about $25,000, were purchased by its trustees. The already handsome campus of about 10 acres was further beautified. The buildings were also considerably improved internally, the accommodations enlarged, and the equipment of the college otherwise much enhanced, among the other additions being a good complement of mathematical, chemical, and physical apparatus.

The average attendance during the first three years of its history remained about the same. In 1880, however, the course of study was more thoroughly systematized, being divided into the eight schools of ancient languages, mathematics, natural science, philosophy, civil engineering, modern languages, English language and literature, and commercial science, and a more rigid test of scholarship having been applied, the number of students in 1880–81 was reduced to 87, which has since remained about the usual average annual matriculation. At the end of this session the first graduating class of three members, upon whom the degree of bachelor of arts was conferred, was sent out by the college.

In August, 1883, Dr. Wightman resigned the presidency of the college, which he had done much to start on its career of usefulness, and was shortly afterwards succeeded by Prof. William A. Obenchain, who has since efficiently discharged the duties of the position. At the same time a bachelor of science course, strong especially in mathematics and modern languages, was added to the previous course of bachelor of arts, thus allowing a partial specialization of studies. This principle was still further extended, in 1885, by the addition of a bachelor of philosophy course, which has as its distinctive basis English, modern languages, and history, the last subject, including political economy, constituting a new school in the curriculum, which then became substantially what it has since remained.

Local conditions have been such that the college has always found it necessary, as is the case with most other institutions of higher education in the State, to have attached to it a preparatory department, in order that its students may be properly trained for its collegiate classes. The course in this department extends through two years and

essarily takes up a great deal of the time and attention of the lty. The standard of the collegiate department has, however, not been maintained from the first, but has been from time to time roved, as in 1889, when more rigid requirements for entrance instituted by reason of the improved condition of the graded ol system of Bowling Green, from which a large proportion of its ents naturally come.

1895 it was found that under the practically free tuition system ch had been in use the college had been conducted on a scale too ral for its own resources. Its future growth and expansion were anger, as the income from its endowment fund had decreased iderably, owing to the general decline in the rate of interest. courses of action then confronted its trustees—either to curtail ork and lower its grade or to limit the number of free scholarships, awarding these to deserving young men in need of aid, and iring all others to pay a moderate tuition fee in addition to the lar incidental fee, required of all students, and the special labora fees, required in the scientific departments. The board wisely pted the second of these plans, fixing the number of free scholar s at 40, and the rate of tuition in the collegiate department at $40, in the preparatory department, $25 a year. The experience of institution has since abundantly confirmed the wisdom of this ce, as the attendance has not been diminished, at least materially, with the additional income thus secured another member has been d to the faculty. The college has been able to maintain its former l standard of scholarship and to increase rather than diminish its ulness, and an avenue for further enlargement in the future has provided.

he courses of instruction are uniformly well arranged and thor h as far as they go, and its equipments and facilities for in ction in its chosen line of work have been kept up with the ands of modern education. It has a well-selected library of mis aneous books and works of reference, and has a well-appointed pment for illustration and practical instruction in the different ches of science. The college has not striven for numbers, either attendance or in the graduates it has sent forth. Its average nal matriculation during the twenty-one years of its existence has about 95, and during that time it has had only 41 graduates. se of its graduates who have pursued advanced courses of study astern universities or in professional schools have as a rule taken gh standing and acquitted themselves with honor, while the suc of all, in business life and in the various professions, will com favorably with that of the alumni of other institutions in the during the same period. The majority of its present board of tees are graduates of the institution.

he grounds and buildings of the institution are estimated to be

worth about $40,000, while its productive funds now approximate $120,000. Its present faculty is constituted as follows: William A. Obenchain, A. M., president and professor of mathematics and political science; William F. Perry, A. M., professor of English language and literature, elocution, and history; John B. Preston, M. A., professor of ancient languages and French; S. R. McKee, Ph. D., John E. Robinson professor of natural science; Henry K. McGoodwin, B. S., instructor in history.

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## UNION COLLEGE, BARBOURVILLE.

Union College is the adopted college of Kentucky Conference of the Methodist Episcopal Church, standing in the same relation to that body that Kentucky Wesleyan College does to Kentucky Conference of the Methodist Episcopal Church South. The former, therefore, although one of the most recently organized institutions of higher education in Kentucky, is, as well as the latter, as old in conception and spirit as Bethel Academy and has an equal right to trace its lineage from that source down through Augusta College and the period of Methodist control of Transylvania University.

The establishment of Union College is largely due to the foresight and energy of Rev. Daniel Stevenson, D. D., who was in many ways prominent in educational matters in Kentucky, being influential in the establishment of Kentucky Wesleyan College in 1859, and State superintendent of public instruction from 1863 to 1867. Dr. Stevenson had, with a considerable number of others, withdrawn from the Methodist Episcopal Church South at the close of the civil war and united with the comparatively small number of members left in Kentucky at that time of the older branch of the Methodist Episcopal Church in the United States, commonly called in contradistinction the Northern Methodist Church, from which organization the separation of the Southern church had taken place in 1844–45.

In the change of church relations the larger part of the church property and at least all of the important educational institutions had been left in the hands of the Southern Church, and so the Methodist Episcopal Church found itself without any representative college. Dr. Stevenson, considering, as expressed substantially in his own words,[1] the promotion of the cause of education as a duty and privilege of the church next to preaching the gospel, and as a necessity to the permanent progress of any religious movement, saw the imperative need of establishing schools for his denomination as well as build-

[1] In a personal letter of January 30, 1896.

ing churches and parsonages. Accordingly steps were taken by him and others looking toward the accomplishment of this purpose, and in 1866 a charter was obtained from the State legislature for a board of education of Kentucky Conference of the Methodist Episcopal Church. This board, according to its charter, is composed of 10 members, 2 of whom are elected each year by the conference, and has control of a number of educational institutions belonging to its church in Kentucky, of which Union College is the only one of collegiate grade. It also possesses all the usual powers and privileges of a college board of trustees.

Nothing was done by this board of education for several years after its organization, owing to the lack of funds, the means of the church, during this period, being absorbed in more direct and pressing church undertakings; but in 1879, under their supervision, Dr. Stevenson leased the old Augusta College building, thus returning to an old educational center of his church, and opened, in the autumn of that year, the Augusta Collegiate Institute. This step, however, since the Augusta property, by reason of its legal status, could never be permanently acquired, was only considered preparatory to an enlarged educational enterprise elsewhere when a propitious opening should occur. The collegiate institute was conducted at Augusta for eight years, where it did an excellent educational work under Dr. Stevenson's efficient management.

Meanwhile the desired opportunity to secure a suitable equipment and a good location was found when the property of Union College was sold in 1886. This institution had been incorporated in 1879 and a building erected for it at Barbourville in 1880 by a joint stock company. Mainly through the influence of Mr. A. H. Harritt, $7,470 had been spent for grounds and a partially completed building, in which a school had been opened in the autumn of 1880. The property, however, had soon become involved in litigation, and the school had been closed for some time when its property was sold, by order of court, on October 25, 1886. It was at that time purchased and held for the conference by Dr. Stevenson, with the financial assistance of Mr. Green Elliot and Mrs. M. P. Dowis, of Barbourville, Dr. Stevenson having secured authority for this action from the conference at its meeting in Lexington in the preceding September.

The year 1886, in which this purchase took place, is considered the foundation date of Union College under its present organization. In December, 1886, a school was opened in its building, under the care of the conference, with George H. Dains, A. M., as principal. Professor Dains had been associated with Dr. Stevenson in the faculty of Augusta Collegiate Institute. He had full charge of Union College until June, 1887, and also for part of the scholastic year 1887–88, Rev. J. D. H. Corwine being principal for the other part of that year. The other teachers during this time were Mr. Francis Goetz and Miss

Emma B. Wykes, while some assistance was rendered by Professor Dains's mother.

In September, 1887, Dr. Stevenson was appointed president and financial agent of the college by the board of education, who then took direct charge of the institution. Dr. Stevenson accepted the position, resigning the presidency of Augusta Collegiate Institute in order to do so, but devoted himself for the first year to raising the money to pay for the property and make needed improvements. He proceeded with his characteristic energy, always going ahead, whether the circumstances appeared favorable or unfavorable, and was able, by the next session of the conference in Louisville, to present to the board of education a deed for the property, having secured funds not only sufficient to pay for it, but also to complete the building, make some necessary repairs and improvements, and supply needed furniture. The one who was the chief contributor toward purchasing the property, and who has since been largely instrumental in supplying the pressing needs of the college by meeting deficiencies in its current expenses, and has besides laid the foundation of its endowment, is Mrs. Fanny Speed, of Louisville. The completed college building contains a chapel capable of seating from 300 to 350 persons; also four large recitation rooms, a room for a library, and one for the literary societies, besides several other smaller rooms. It is situated in the center of a campus of 3 acres, beautifully adorned by shade trees.

In the autumn of 1888 Dr. Stevenson assumed the active duties of the presidency of the college, which he continued to discharge with great acceptability until his death in 1897. The institution had found it necessary, in order to meet local needs, to establish, besides its collegiate department, not only a preparatory department, but also primary and intermediate departments, and has not yet been able to discontinue these. It has also continued upon its former coeducational basis. It had been a college in name, but an academy in fact, prior to the presidency of Dr. Stevenson, but under his management, although the lower departments were still retained, its collegiate department was soon developed into what its name implied. Its course, which had been previously very much strengthened, had a whole year's requirements, chiefly in Latin, Greek, and mathematics, added in 1894–95 and was in that year brought up to the requirements of the university senate of the Methodist Episcopal Church.

This body, which is somewhat unique in character and already an important educational factor, while likely to be more so in the future, is worthy of some description in this connection. It was provided for by the general conference of 1892, and has for its object the unification of the colleges of Methodism by placing them in federal relations to each other and bringing them all under the direct supervision of the church in respect to their scholastic requirements. It is composed of practical educators, whose duty it is to determine the minimum

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ns of actual academic work necessary for the baccalaureate degree
educational institutions of the church. Reports are made by it
annually to the board of education of the church at large. The
is authorized to determine the institutions which meet these
rements and are therefore entitled to be designated "as colleges
official list of the educational institutions of the church." The
e held its first meeting and made its first report in November.

The standard then formulated has since resulted, under its dis-
application by the board of education, in the raising of the
ss of more than forty colleges of the church.

e faculty of Union College during Dr. Stevenson's administration
ished from 4 to 6 teachers, and besides those who are still members
following were at different times connected with it during this
d: Professor Dains, Miss Wykes, Miss Nettie Gray, W. E. Shaw,
, Miss Mesleyana Gardiner, Miss May E. Bowmer, Miss Maude
and, Fred. C. Reeter, A. B., and A. H. Harrop, A. B.

1891 the institution sent out its first graduating class of two
bers, one of whom was Professor Faulkner, its present president.
college only maintains one regular course—the classical one, which,
it has been brought up to the requirements of the university
e, is not behind similar courses in other colleges of the State,
cularly in the amount of Latin and Greek it requires for the
e of A. B. It also confers the degree of A. M. upon the satis-
ry completion of a course equivalent to a year's residence at the
tution subsequent to taking the bachelor's degree and the presen-
of an acceptable thesis. One of the objects of its establishment
the proper training of candidates for the ministry. A number
e have been members of its regular classes from the first. Some
sional training has been furnished to these each year since 1895
special course of lectures on theological topics, and during the
nt summer a regular professor of theology has been added to
college faculty. The institution also maintains the ornamental
ches of instruction usually pursued in female colleges.

Stevenson died on January 2, 1897, and the executive duties of
institution devolved temporarily upon Rev. J. P. Faulkner, A. M.,
nber, as already noted, of its first graduating class, and later one
professors. On March 22 following he was regularly elected as
esident by the board of education. Professor Faulkner had been
iated with Dr. Stevenson, either as student or teacher, almost from
establishment of the college, and it was the latter's desire that he
ld succeed to the presidential office and carry forward the work
institution along the lines already planned—an undertaking
ich it seems likely from the beginning which he has made be

ing his administration, besides the addition of the new department of the
the former matriculation of the college has been almost doubled, a new
er has been added to the faculty, and a new boarding department for young
ng women.

will achieve success. After Dr. Stevenson's death his library was donated to the college, and makes, with previous donations, mainly given by Mrs. Speed, something over 1,000 volumes as the foundation of a future collection. The college has also made a beginning in securing an endowment, its funds for that purpose now being about $8,000, all but about $2,200 of which has been contributed by Mrs. Speed.

The institution has a wide field of usefulness before it, occupying as it does a region in the southeastern part of the State in which institutions of higher education are very few in number. Its character for intellectual and moral influence has been constantly rising, as it has been better in tone and grade than in the size of its matriculation. Its average annual attendance since its foundation has been about 118 students in all departments. Its graduates up to 1898, inclusive, number 17, among whom are all the members of its present collegiate faculty, while others have entered the professions of law, medicine, and theology.

The faculty of the college, in addition to two teachers connected with the primary and intermediate departments, has the following regular professors: Rev. James P. Faulkner, A. M., president and professor of mental and moral science and mathematics; George Harmon Wilson, A. B., vice-president, professor of Greek, political economy, and civics; Sarah Elizabeth Lock, A. B., professor of literature and history; George Ewin Hancock, A. B., professor of Latin and sciences; Rev. J. E. Thomas, A. B., B. D., professor of theology.

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# Chapter VI.

## FEMALE COLLEGES.

### :TTO LITERARY AND BENEVOLENT INSTITUTION, MARION COUNTY.

ıis is the official title of what is ordinarily called Loretto Academy, ıool which enjoys the honor of being the first institution for the er education of women established in the Mississippi Valley, with ıtinuous history to the present time. This honor it shares to some ıt with Nazareth Academy, founded soon after. The long and ıl career of both these schools entitles them to treatment in this ɔgraph, although, if judged strictly according to the greater part ıeir present curricula, they would be classed among secondary tutions.

ıe humble beginning of the present Loretto is to be found in a school opened on Hardins Creek, Marion County, by Miss Anne les, early in 1812. Within a few months she was joined by Misses stine Stuart and Anna Havern. Misses Mary Rhodes and Nellie gan were soon added to their number, these five becoming the ens of a Catholic sisterhood,[1] a religious order for the education ung ladies. The school was meant to provide for the education e rising generation in what was then the wilderness of Kentucky. its foundation was encouraged by Bishop Flaget, the first bishop ıe West, including Kentucky. He was ably assisted by Rev. les Nerinckx,[2] a Belgian priest lately attached to the diocese and tly interested in the education of the people. Both were seeking ome permanent establishment by which the work of education ıt be inaugurated and perpetuated, and were greatly pleased with roposition of the young ladies mentioned above to found a so- ıal one of whose special objects should be the moral and intel- ıal training of the young. The original members of the organi- on applied to Father Nerinckx for a few rules to be a guide to daily lives. These he gave them, and he is thus considered the der of the order.

[1] ame of the secular Sisters of Loretto or The Friends of Mary at the of the Cross.

[2] ather Nerinckx came to Kentucky in 1805, and died in 1824. For his biog- ı see bibliography at the end of the sketch of St. Mary's College.

The three oldest members were clothed with the religious habit and veil of their sisterhood on April 25, 1812, in St. Charles Church, Marion County. The first home of the order, located about 6 miles from the present mother house, was a rude log cabin, a deal table and wooden benches constituting the furniture, hard work and poverty the endowment. The original teachers supported themselves from such small fees as could be paid by the more well-to-do farmers of the neighborhood, and the establishment has since been supported entirely by tuition fees, which have always been very moderate. The sisterhood is governed by mother superiors, who are elected by the members, according to rule, every three and every six years. Sister Anne Rhodes became the first mother superior, but as no one is publicly distinguished above another in the order no other names have been handed down to us as especially prominent in the administration of its affairs.

By 1816 the sisterhood had grown to 26 members, and branch houses began to be established, first in Kentucky and then in other States, especially in the West. The sisterhood has since become one of the most successful organizations engaged in female education in the country, having now 45 branches in Kentucky, Missouri, Illinois, Colorado, New Mexico, Texas, and other Southern and Western States. Teachers are provided for all these by a normal school at Loretto, which all young members are required to attend in order to cultivate under experienced teachers any special talent they may have. The superior of the order appoints the faculties for the various schools wherever they may be located. In 1896 there were 65 young ladies in the novitiate department, who must all spend five years in preparation in the normal school before entering upon the work of teaching, the residence and occupation of each being assigned by the superior.

In the original school the curriculum was gradually extended and equipments added, according to the progress of the times and the means of the order. On December 29, 1829,[1] a charter was secured from the legislature granting the usual corporate and literary powers. The institution is managed by the sisterhood, all its teachers being members of the order, but is by its charter under the general supervision of a board of trustees, composed of a moderator and six members, who are a self-perpetuating body.

In 1888, having outgrown its quarters, a fine building was erected, which presented quite a contrast to the old log house of early days. Besides this spacious and handsome academy, there is now at the mother house a substantial array of brick buildings, constituting quite a village, and located in the midst of a large farm, partly planted in orchards and gardens and partly used for raising grain and other food products.

The academy building has all the modern improvements, and the school has a library, museum, and other equipments needed for suc-

[1] Acts of 1829–30, pp. 27–30.

ul teaching. Music, art, and the different languages and litera-
ı have been prominent departments of its course, which extends
a primary department to work of collegiate grade. It has always
ıtained a large and experienced corps of teachers, and has had a
patronage, especially from the South and West, ranking, as it
, as one of the leading educational institutions of its church in
Southwest. Its pupils have come mainly from Kentucky, Mis-
i, Illinois, Alabama, Tennessee, Colorado, Kansas, and Montana.
among its graduates have been a number who have held repu-
positions in art, literature, journalism, and as teachers.

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ıRETH LITERARY AND BENEVOLENT INSTITUTION, NELSON COUNTY.

ıis school, like Loretto, is ordinarily known simply as Nazareth
lemy. It was almost contemporary with Loretto in its founda-
and has enjoyed to some extent a greater and wider celebrity.
ıs for many years one of the most famous schools in its section,
has since held an honorable position among educational institu-
ı for women in Kentucky, although, as has been already noted,
h of its work would now be classed as secondary.

ıe establishment of Nazareth was due to the efforts of three ladies,
se number was soon increased to five, to assist Bishop Flaget,
y appointed (in 1808) the pioneer bishop of the West, in educat-
the children of the sturdy farmers who lived around the first
opal residence, then a log cabin, located at St. Thomas, amidst
ıicturesque knobs of Nelson County, about 9 miles from Bards-
ı. These ladies, eager to devote themselves to this good work,
to make their residence at St. Thomas on December 1, 1812.
ı additions were made to their ranks, and having been organized
a community of Sisters of Charity,[1] they founded the school of
ıreth in August, 1814. Although Bishop Flaget originated the
of its organization, yet upon Bishop David, his coadjutor, fell
greater part of the care of watching over the foundation and look-
after the interests of the little community, and the latter is there-
looked upon as its real founder.

ıe original home of the sisterhood was a log cabin, built by the
nary students of St. Thomas, under the direction of Bishop David.
the new religious organization was composed at first of only five
est souls. The principal object of the order, as in the case of thai
ıe Sisterhood of Loretto, is the instruction of young girls, but the
ers of Charity also have charge of orphan asylums, hospitals, and
lar institutions.

[1] The name of the organization is The Sisters of Charity of Nazareth.

The most prominent of the early members of the order were Mother Catherine Spalding, Sister Ellen O'Connell, and Sister Harriet Gardiner. Mother Catherine Spalding was a cousin of Archbishop Spalding, the seventh archbishop of Baltimore, and was chosen the first mother superior of the order, a position which she held for twenty-four years. She was the pivot upon which the affairs of the growing sisterhood turned for many years, and was noted for her clear convictions of duty and her faithful performance of its demands. Sister Ellen O'Connell was the first directress of studies, a position which she held for thirty-five years, dating from the first opening of the school at St. Thomas. She imparted to the course from the beginning that thoroughness and strength which soon made Nazareth prominent and attracted pupils from a distance. Sister Scholastica O'Connor was the first music teacher in the school.

The original school at St. Thomas was both a day school and boarding school, but in 1822 the academy was moved to its present location, 7 miles distant from its original one, the new site being called Nazareth and the day school at that time being discontinued. On December 29, 1829,[1] the school was chartered under its official title, as given above, and was granted the usual scholastic powers and privileges. Under this charter the institution is managed by the members of the community, under the general supervision, in certain respects, of a board of seven trustees, of whom the Bishop of Louisville is moderator.

The funds at the time of the removal to Nazareth were barely sufficient to purchase the farm on which the buildings now stand. The school has since had no further endowment, but has devoted the income derived from tuition, as this increased, to improvement and expansion, improved buildings and other means of instruction having been gradually added as means have come in. Within six years after the change of location $20,000 was spent in improving the place, and in 1844 there were 120 boarders, whereas there had been only 30 the last year at St. Thomas. The succeeding years have found spacious, handsome, and well-arranged buildings added, until Nazareth has become one of the most extensive and best-equipped boarding schools in the country. A large farm is attached to the school to furnish recreation grounds and to aid in supplying the table. A view of the school as it was in 1822 and as it now is, would well display not only the growth of this institution, but also, in a general way, the expansion of higher education in Kentucky during this time.

Not only has the parent school been maintained at Nazareth, but as many as sixty-seven branch schools have been established in Kentucky and other States of the South and West. Teachers are furnished for all these schools by a normal school conducted at Nazareth, where these teachers are carefully trained for their work.

Besides those already named, among others eminently instrumental

[1] Acts of 1829–30, pp. 24–27.

ilding up Nazareth, may be mentioned Mother Frances Gardiner, came with her sister to St. Thomas in 1819, and was, after the ement of Mother Catherine Spalding, for thirty-five years the ier superior of the community. She had a great talent for admin- tion, and for this long period successfully managed the affairs of institution. Even more noted is Mother Columba Carroll, who Sister Ellen O'Connell's successor as directress of studies holding position for thirty-five years, and was, after Mother Frances liner's retirement, for more than ten years mother superior. ier Columba possessed extraordinary zeal and tact in ruling the rhood. Among those who have presided over the community in it years are Mother Cleophas Mills, the present mother superior e order, who was also at the head of its affairs from 1885 to 1891. Mother Helena Tormey, who was mother superior from 1891 to Sisters Columba Tarleton and Emily Elder are noted as having very highly accomplished teachers.

e course of instruction at Nazareth extends through seven years, ing from primary work to that of collegiate grade and having such rn features as normal and business departments. A large and trained faculty has always been maintained, and a library, um, and laboratories furnish good facilities for teaching. The nage of the school has been quite large, the attendance having frequently over two hundred in a year, and has come from Ken- y and the Southern States generally, Louisiana, Mississippi, Ten- se, Texas, and Alabama having been and still being well repre- sl. The average number of graduates in recent years has been t twelve, and the total number of alumnæ is something over six lred. The latter are quite widely distributed throughout the n, and many of them occupy prominent positions in teaching and professions, especially in the West.

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SCIENCE HILL SCHOOL, SHELBYVILLE.

is school, although its work is now avowedly largely secondary, orthy of consideration on account of the especially prominent ion it has occupied for a long time in the educational annals, not of Kentucky, but of the South and West generally, and the dis- ished services rendered to the cause of education by Mrs. Julia s, its founder and so long its principal. It also still holds an red rank among the State's educational institutions and does teaching of a grade even superior to that done by many schools ng more pretentious titles.

Science Hill had its beginning in a private school, opened in Shelbyville, March 25, 1825, by Mrs. Julia A. Tevis and her husband, Rev. John Tevis, of Kentucky Conference of the Methodist Episcopal Church. It is quite proper that Mrs. Tevis's name should be mentioned first in this connection, for although her husband was associated with her for some time in conducting the school and rendered efficient services in its behalf, yet the main burden of the enterprise, even from its inception, was borne by Mrs. Tevis, and to her is to be attributed the largest share of its success. She also conducted it alone for many years after Mr. Tevis's death. It has been well said that "few institutions were so entirely the work of one mind and hand."[1] At the time of its establishment it was only antedated in Kentucky as a female school by Loretto and Nazareth, and was, with one exception,[2] the first Protestant institution for girls which has had a continuous history founded in the Mississippi Valley. The school has always been and still is purely an individual enterprise, for, although nominally placed under care of Kentucky Conference as early as 1829, the conference has never had any part in its management, nor has it ever contributed anything to its support. Naturally the enterprise was welcomed and encouraged by the citizens of Shelbyville, but they have never given anything for either its equipment or endowment.

The number of students enrolled in the school was at first quite small, there being only 20 the first term, of whom 4 were boarders, and only 43 were in attendance in the first part of 1827. In its early days it encountered a prejudice against the higher education of women, then quite prevalent in Kentucky, which it gradually overcame. Soon, however, its reputation was established and its rooms were crowded with students, the South generally, as well as Kentucky, becoming its special patron and friend. It was not long before its matriculation was only limited by the accommodations it could furnish. Its enrollment, whose names represented each year almost every State in the South and West, soon reached 200, and, between 1850 and 1860, frequently was as much as 300. From 1840 to 1866 the reputation of Science Hill may be said to have been second to that of no female college in the South. Mr. Tevis died in 1861, but his wife continued to conduct the institution successfully for many years afterwards. Not only were its operations not suspended by the civil war, but even its attendance seems not to have been materially reduced, there being in 1864–65, over 200 students in its halls, although business, generally, in the South was quite fully interrupted.

[1] Anniversary sermon, p. 21.

[2] This exception is given in Sixty Years in the School Room, p. 356, as the school established a few years before Science Hill by Rev. Mr. Fall at Nashville, Tenn. The reference is probably to Nashville Female Academy, founded in 1817 (see Merriam's Higher Education in Tennessee, p. 245).

.e school's original material equipment was a private dwelling ıther limited capacity, and as more suitable buildings, furniture, apparatus had to be supplied from the profits of the enterprise, were only gradually acquired. The income was, however, soon ·ient to supply enlarged accommodations and better facilities instruction. After a time the buildings had to be improved extended during every vacation to provide for the increased ber of students, until the equipment became ample in comparison with other similar institutions. The last important building .ed under the old management was a large chapel which was ed in 1860. The course offered during this early period of the ol's history was the common one in vogue in female colleges in south, the English branches constituting its basis, and making music and art what was then considered sufficient for a girl's pment for life. Science Hill added to these more of natural ıce than was usual among schools for women.

s. Tevis remained in the school and, for the most part, guided its ıes until just prior to her death in 1880. Dr. B. P. Tevis had ome time previous been associated with her in its management, ı, on March 25, 1879, the fifty-fourth anniversary of its founda- the proprietorship of the enterprise was transferred to W. T. ıter, D. D., a member of the Kentucky Conference. Mrs. Tevis April 21, 1880, full of years, labors, and honors, having influ- d for good by her work almost every section of the South and t, where, in almost every city, village, and hamlet, the graduates ·ience Hill are to be found. She was noted for her liberality. ng given free education, amounting to thousands of dollars, to v poor deserving students, and otherwise so conducted her school it may truly be said to have been "a blessing to thousands of ls, to the church, and to the country."[1] She was also a great and nal teacher and has been rarely equaled for dignified and finished of instruction. No record has been kept of the number of ıra during her administration, but this[2] may safely be said to been larger than that of most private schools in the country, or ost other Southern schools for girls.

hen Dr. Poynter took charge of the school he changed the char- of its work in such a way as to make it distinctively a secondary ol in the fullest sense of that term, its requirements being made nform with those lately laid down by the Committee of Ten. He secured for it during the first year of his administration a charter, thing it had never possessed before, conferring upon it the usual lastic powers and privileges. It is now called an English and ıal school for girls and has become known especially as a pre-

[1] niversary sermon, p. 27.

[2] ts known that more than 2,000 pupils had been educated in the school in Mr. a lifetime and more than 3,000 up to 1875.

paratory school to Wellesley College, where its graduates have maintained an excellent standing. Much of its work is still, however, of a high grade in comparison to that of other female schools in Kentucky, and the diplomas it grants represent better work than that done in many so-called colleges. The attendance of late years has not been so large as formerly, but continues good considering the multiplicity of schools and the financial distress of recent years. It includes, in many instances, the daughters and even granddaughters of former graduates of the institution. The library, scientific apparatus, and other means of instruction have been enlarged and otherwise kept up to the requirements of modern education, and, as a rule, only graduates of the best Eastern colleges have been employed as teachers. Dr. Poynter died July 30, 1896, in the midst of a career of usefulness. He had kept up the reputation of Science Hill for doing thoroughly the work it undertakes to do. Since his death Mrs. Clara M. Poynter, his wife, who had been previously associated with him in the faculty as lady principal, has efficiently conducted the institution, which bids fair to maintain its former position of usefulness as an educational factor in the State.

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## LOGAN FEMALE COLLEGE—RUSSELLVILLE.

As early as 1846 Prof. William Wines founded a school in Russellville for boys and girls, as an individual enterprise, to meet the demands of the local need of higher education. Out of this school, known as "The Academy," by small increments has grown Logan Female College, with her fifty-two years of history, which is practically continuous, although her life, on more than one occasion, has been temporarily suspended, and has at times seemed in danger of being extinguished. Professor Wines was an excellent teacher, and succeeded in building up quite a good school, in which many of the leading citizens of Russellville and vicinity either were fitted for college or received the greater part of their education. Among these may be mentioned particularly the late Ecstein Norton, so long prominent in business circles in Kentucky and New York and a liberal patron of education, and the late Rev. David Morton, D. D., afterwards so intimately connected with the history and prosperity of Logan Female College and noted in the enterprises of the Methodist Episcopal Church South.

tute unnecessary, it was discontinued and the school limited to the education of girls only. Its curriculum was extended, and in 1867 a new charter was obtained from the legislature converting it into a regular female college under its present title. Under this charter the institution is controlled by a board of eight trustees, elected partly by the stockholders and partly by the conference. Conference appoints for it annually a visiting committee of three members. Dr. Morton retired from the active management of the school at the close of the next school year, but remained for some time its financial agent and was until 1892 one of its trustees. During this time he raised a considerable amount of funds for its use and otherwise contributed to its prosperity.

In 1868, when the new charter went into operation, Rev. R. H. Rivers, D. D., became by the appointment of conference the first president of Logan Female College. Dr. Rivers was a teacher of thirty years' successful experience and would doubtless have done much toward building up the institution, but at the end of a year, before his administration had fairly gotten started, he was transferred by his church to other fields of usefulness.

Rev. N. H. Lee, D. D., was appointed president upon the retirement of Dr. Rivers. Dr. Lee was a man of high attainments and enlarged views and was able to successfully uphold the work of the college for four years. But the financial panic of 1873 had greatly delayed the collection of funds for the new building, and as the old one had been sold and the new one was not yet sufficiently completed to be occupied, the institution was suspended for a year after Dr. Lee resigned its presidency in 1873.

In 1874, although the building was yet incomplete, the college was reopened under A. B. Stark, LL. D., as president. He was a man of broad culture and scholarly attainments, and under his management the curriculum of the institution was further extended and regularly arranged into different schools of instruction in the various departments, substantially as it has since remained. The reputation of the college was during this adminstration considerably increased, especially by its work in English and Anglo-Saxon, which was of such a character as to call forth encomiums from Dr. Furnival, of the New Shakespeare Society of London. The attendance during this period averaged about one hundred pupils annually, and considerable additions were made to the scientific apparatus, the library, and other means of instruction. A number of additional rooms were also completed in the building, but the college was by this put somewhat in debt. Failing health compelled Dr. Stark to resign in 1883, when he was succeeded by H. K. Taylor, A. M., as president.

Professor Taylor's administration was energetic and prosperous. Under his management the department of natural science was much emphasized and the work of the college in that direction much

better library, and the facilities for teaching otherwise enla

The debt, which had been hanging over the institution time, has also been paid, and the college building finally con a total cost of about $30,000. This building, in its arrangen and general accommodations, is probably the equal of ar structure in the State. It is situated in a tasteful campus c 6 acres. The average attendance during the first five years dent Murphey's administration was about a hundred and fift each year, an average somewhat larger than that of former wider in its geographical distribution, as many as nine or t Southern and Western States being represented. The a has of late been somewhat reduced by the general financial d but still remains good.

The institute had sent out its first graduating class of 2 and the college its first class of 7 in 1869. There have b 1898, inclusive, 185 regular graduates in the different course a number upon whom special certificates have been con various departments. The present graduating class of 12 n the largest in the history of the institution. The present composed of 12 well-trained teachers. The college curric braces the departments of Latin, English, mathematics science, history, Bible studies, philosophy, political science, Anglo-Saxon, Greek, French, and German, different combi which lead to the three degrees of bachelor of arts, b science, and bachelor of laws. There are, in addition, pri preparatory departments and departments of music and art

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taught at Georgetown, Ky., and later had established, first at Georgetown and then at Blue Lick Springs, a private military academy. This was a novel enterprise in this country, in conducting which he had been assisted by James G. Blaine, then quite a young man, but destined to become subsequently so famous in American political history. The school at Millersburg was founded to supply the need of better facilities for the higher education of girls in the immediate community and the adjoining section of Kentucky, and was first conducted in the building of the Christian Church. In this school Colonel Johnson was assisted by three sisters, the Misses Stanwood, one of whom afterwards became the wife of Mr. Blaine. The school was soon transferred from the church to the Batterson residence, which had been purchased for it and which was located on the site of the present college buildings.

In 1852 Rev. John Milller, M. D., then pastor of the Methodist Episcopal Church South, in Millersburg, bought the property and changed its character by making the school coeducational. Dr. Miller conducted it for two years as principal, when he retired on account of poor health, and the institution passed, in 1854, into the hands of Rev. George S. Savage, M. D., a well-known and able teacher of several years' experience.

Dr. Savage, assisted by his wife, also an excellent teacher, conducted the school successfully for several years as a mixed, common, and high school, under the name of Millersburg Male and Female Collegiate Institute. When, in 1857, under the leadership, principally, of Rev. T. P. Shellman, the plan of establishing a college for the Kentucky conference was originated, the aim at first seems to have been to convert Dr. Savage's school into the proposed institution. But when it was decided to make the new college exclusively male, and it was opened in the fall of 1859, as the precursor of what is now Kentucky Wesleyan College, the original school was made exclusively female and its name changed to Millersburg Female College by a charter obtained for it on February 20, 1860, which granted to it the power of conferring the usual degrees. The buildings, which were not showy, but ample, were at that time thoroughly refitted and its previous course considerably extended. The institution was originally and still remains entirely a private enterprise, but is, in a general way, under the patronage of Kentucky conference, which annually appoints a visiting committee to inspect its work.

Dr. Savage remained at the head of the institution until 1866, when he retired from its presidency on account of ill health, and was succeeded by Prof. J. W. Hamilton. Dr. Savage has since, for many years, been the efficient general agent of the Americal Bible Society for Kentucky and Tennessee. The general prosperity of the college during his administration is attested by the fact that its attendance averaged from 150 to 200 students yearly during this period, and

A normal department was established as early as 1862.

Profes or Hamilton held the presidency of the college o years, after which for several years there were a number of c its proprietorship, Professor Hamilton being succeeded by I Brown, and Judge William H. Savage taking Professor Brov in 1870. In 1872 Rev. George T. Gould, A. M., was associ Judge Savage in the control of the institution, and in 1874 R Abbett, A. M., was added to the management. In 1875 Judg severed his connection with the institution, which was cond professors Gould and Abbett jointly until 1877, when Profes became sole proprietor, remaining so until 1884. During tl of the institution's history, especially under Professor Gould istration, its scope was considerably enlarged and its teach materially increased, the aim being, as stated in its cata make of it a polytechnic institute, with a course ranging fr mary department to a college course of good compass, and the usual ornamental branches, and normal and commerci ments. Its patronage was also considerably increased du time, rising to 229 students in 1881–82, as many as 13 Sta at times represented in its matriculation.

On December 29, 1878, the school met with the misfortun ing its principal building, including all of its furniture ar tional appliances generally, destroyed by fire. Professor energy is illustrated by the fact that not a single day's exer interrupted by this calamity. New quarters, with the necess ments, were rented and the school's affairs proceeded as if not unusual had happened. With the aid of the insurance o building and a moderate subscription, secured from the c

chased the property, took charge of the college. He associated with himself in its faculty two veteran teachers—Mrs. S. C. Truehart, for the past thirteen years principal of Stanford Female College, and Prof. A. G. Murphey, who had had many years' experience in Kentucky Wesleyan College and other institutions. The general scope of the institution was also considerably broadened and its work otherwise strengthened, so that it may be fairly said to rank among the best female colleges of the State. The course has been subsequently arranged on a more distinctively collegiate basis, the branches of instruction being classed under different schools, and the faculty has been considerably enlarged. The patronage of the institution during the greater part of Rev. Mr. Pope's administration was quite as good as at any former period in the history of the college, and was wider than ever before, extending as it did from Virginia to Texas and from Florida to Illinois.

In July, 1897, Mr. Pope retired from the management of the institution, and Rev. C. C. Fisher, A. M., who had previously become its proprietor by purchase, assumed its presidency. Professor Fisher is a graduate of Emory and Henry College, and has had a number of years' experience as a teacher in high schools and colleges. His aim has been to maintain the school's former high ideal of female education. Upon his accession the buildings were largely refitted and the equipment of the school otherwise materially improved. The present faculty of the college is composed of 13 teachers, who by their experience and ability should be well calculated to perpetuate its former usefulness.

Millersburg Female College has almost every year since 1857 sent forth from 1 to 17 graduates, so that her alumnæ in 1898 numbered 339, many of whom have distinguished themselves, especially as musicians and teachers.

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## BETHEL FEMALE COLLEGE, HOPKINSVILLE.

The Baptists of Hopkinsville appear as early as 1851 to have planned for a female school to be conducted under their auspices, as is shown by the charter secured that year for the Baptist Female Institute. The scope of the enterprise seems, however, to have been widened, and the present Bethel Female College is the culmination of the desire, not only of the Baptists of Hopkinsville, but of Bethel Association, to foster female education. This association, from which the college takes its name, embraces in its territory a considerable

of southwestern Kentucky and a portion of Tennessee. The ›ment for the proposed school began to take shape in 1854, when P. Campbell, A. D. Sears, Shandy Holland, L. L. Leavell, A. ıer, S. D. Buckner, H. A. Phelps, E. B. Richardson, and E. Y. ghan were appointed its trustees. This board of trustees includes ıames of those who were probably mainly instrumental in pro- ng the enterprise, and who largely looked after it in its incipiency. ›ps were soon taken to raise funds for its inauguration, and a ter was secured for it on March 9, 1854, under the name of Bethel School. It was decided to locate the school in Hopkinsville, and ›n for a building for it was proposed by the trustees as early as l 21, 1854, but the money for the building, which came mainly local and associational sources, seems to have been collected ›r slowly, so that its erection was not ordered by the trustees until ›mber 18, 1854. The corner stone of this building was laid with ›nic ceremonies on April 7, 1855, but it was not entirely finished the early part of 1857, although it was occupied by the school ome time before that date. It is constructed of brick; has three ›es and a basement, with a frontage of 80 feet and a depth of 50 and cost, when completed, about $30,000. It is situated in the ›t of handsome and spacious grounds.

ıe trustees, in the summer of 1854, had outlined a course of ›uction which they declared should be "that of the best female naries of the South and West," and on July 17 of that year ›intsd W. W. Rossington as professor of music in the school. It not appear whether or not Professor Rossington ever taught in ›resent building, but he is the first teacher ever regularly appointed position in the school. While its building was being prepared ›ccupancy its principalship was offered successively to Joseph ›der and R. L. Thurman, each of whom, for some reason, declined The board had, by resolution, determined to look for a presiding ›r "of preeminent classical training" and to make Bethel Female School "equal to any female college in the Southwest." Finally, ›nly 9, 1856, W. F. Hill was elected principal for a term of years, the school was opened in the fall of that year under his manage- ›, although its building was yet incomplete.

›fessor Hill remained in charge of the institution only one year, ›g succeeded on June 16, 1857, by Prof. J. W. Rust, who remained › head until it was suspended by the civil war, and who may be more than any other man, to have established its reputation for scholarship and excellent discipline. During all the early years ›ccessful operation was much hindered by a lack of funds, to ›e which a number of agents were at different times appointed by ›el Association The one who appears mainly to have at last put ›nstitution on its feet financially is Rev. J. M. Burnett.

1858, at the instance of Bethel Association, the school was placed

under the control of Green River Educational Convention, and it was rechartered under the name of Bethel Female College. The new plan of management was, however, found to be unsatisfactory, and after a time the new charter was repealed, and the school has since been operated, until recent years, under its original charter, although still retaining in popular usage the name of college. Professor Rust was able to conduct the school with such success that considerable improvements were made from its accumulated income in 1860. The war, however, cut off a large part of its patronage and otherwise so interfered with its operation that Professor Rust found it necessary to resign on August 17, 1863, after which for several months its work was suspended. During this suspension its building seems, at least temporarily, to have been occupied by the Federal military authorities, as is shown by a protest recorded in the minutes of the board of trustees against their use of it for a dance.

In March, 1864, the school was reopened by Rev. T. G. Keene, who at first bore the title simply of professor, but became principal the next year and remained so until June, 1866. The prosperity of the institution revived during his administration, in the latter part of which his efforts were ably seconded by those of Rev. M. G. Alexander, who became his successor. Professor Alexander retained the principalship until July, 1868, when he entered other fields of usefulness, and Rev. J. F. Dagg was elected as his successor. Professor Dagg successfully conducted the enterprise until his resignation, in 1874, when the position of principal was again tendered to Prof. J. W. Rust, who had been at its head from 1857 to 1863 and had been president of Bethel College, at Russellville, from 1864 to 1868.

Professor Rust, who had been recuperating his health for the past six years, accepted the position upon the condition that about $6,000 be spent in repairing and improving the school property. He entered upon his new administration with vigor and soon had the prosperity of the school well established. Professor Rust remained in charge of the institution until his death, in 1890, and, in the language of its board of trustees, is said to deserve the thanks of the board and of the association for the energetic and skillful manner in which he managed it and kept it alive. He was "an efficient and successful educator, possessing energy, enthusiasm, tact, and fidelity." Under his management the college had a faculty of from six to ten teachers and an average attendance of something over one hundred students each year. Its course of study had been outlined by a committee of Bethel Association, consisting of Rev. George Hunt and W. B. Walker, in 1866, and had been divided into the five departments of languages, mathematics, mental and moral science, and belles-lettres, natural science, and fine arts. This course was carried out by Professor Rust in such a way as to attain an excellent standard of scholarship.

For about a year after the death of Professor Rust no one was

ed to the vacant presidency. In January, 1891, the position was ered to Rev. T. S. McCall, M. A., for the past two years the su- 'ul president of Liberty Female College, at Glasgow, Ky. Profe- McCall accepted soon afterwards, and took charge of the institu- in the following summer, the college building having meanwhile enlarged, improved, and refurnished, at a cost of about $9,000. ie spring of 1890 a new charter had been secured for the school, ging its name to Bethel Female College, a name it had really e before the public since 1858, and granting to it the power to er the usual collegiate degrees. As this charter was granted tly before Professor Rust's death, he thus became the first regular ident of the college, but Professor McCall was the first one to r upon his duties under that title. President McCall maintained ormer standard of the school during his administration of five s, ending in June, 1896.

on after the resignation of Professor McCall had been tendered accepted, in the spring of 1896, Rev. Edmund Harrison, A. M., elected president, and the office of vice-president created, to h his son, W. H. Harrison, M. A., was elected. President Har- had been for a number of years a professor in Richmond Col- Virginia, while his son had had considerable experience as an ator. The new administration took charge in the summer of

Its first two years argue well for the future growth and ovement of the institution. The course of instruction has been lel upon that of the University of Virginia, and the aim is to it equal to that of any of the male colleges in the State, parallel ses to those granted by them being offered.

thel Female High School sent out its first graduating class, of members, in 1858, but did not graduate a much larger one for years afterwards, excellence of scholarship rather than num- it seems, being aimed at by her in granting diplomas. Her ne altogether number 167. Bethel Association has mainly shed the means to build the institution and equip it fairly well s work, but has never granted it the endowment so much needed reater efficiency. Various appeals for an endowment have at ent times been made by Professor Rust and others interested in elfare of the college, but have so far met with only an indifferesponse on the part of the association. It is to be hoped that the ment, which is still being agitated by the friends of the institu- will be more successful in the future.

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## BEAUMONT COLLEGE, HARRODSBURG.

Beaumont College is the successor, in location and at least in the major part of its equipment, of Daughters' College, one of the oldest and for a long time one of the most prominent female colleges of Kentucky and the Southwest, and therefore worthy of having some account given of its history.

### DAUGHTERS' COLLEGE.

This institution was almost entirely the work of one man, as it was established and successfully conducted for nearly forty years by John Augustus Williams, A. M., LL. D., its president during practically its entire history. President Williams, who is still living and who has been for many years a prominent minister of the Christian Church, had graduated from Bacon College in 1843, when only 19 years old, and subsequently devoted himself mainly to teaching, for which he had a special talent. After several years' successful experience in his profession, he in 1851 established Christian College, at Columbia, Mo., which was very prosperous under his management for five years. However, in 1856 he resolved to return to his native State, and accordingly purchased Greenville Springs, a beautiful estate of some 30 acres, formerly noted as a watering place, located near Harrodsburg, Ky., where in September of that year he opened Daughters' College for the education of young women, as its name implies. The buildings of the Springs were commodious and well adapted to educational purposes, and the location was excellent and otherwise well suited for the establishment of such an institution. A charter was secured for the enterprise in the summer of 1856, conferring upon the proposed college all the usual powers and privileges. Professor Williams's father, Dr. C. E. Williams, was a joint proprietor of the school, and remained a business partner for many years, but its educational work was from the first under the exclusive management of Professor Williams, who was the president of its faculty. This faculty was an able and experienced one from the beginning, and the course of instruction offered was excellent, especially in comparison with that usually given in female colleges. It included the following departments: Philosophy, English language and literature, mathematics, natural science, history, ancient and modern languages, the school of the Bible, and the school of fine arts.

At the opening of the college all the rooms of its building then available were filled within a week, and its prosperity was uninterrupted for a long period, excepting two years during the civil war, and even then its patronage was not greatly reduced. Professor Williams's popularity as a teacher is well attested by the fact that fifty or more of his former pupils had followed him from Missouri to Kentucky at the establishment of the college. In 1865 he was induced to accept

hair of moral and mental philosophy in Kentucky University at ngton, where, in 1866, as its first presiding officer, he did nobl rd organizing the work of the Agricultural and Mechanical C but in 1868 he resumed the presidency of Daughters' College h he then retained continuously throughout its remaining histo 1892, on account of ill health, he retired from the professio ing, and Daughters' College, as it had been formerly constitu suspended, the name and good will of the institution being d by Professor Williams with a view to reopening in the fu ld his strength permit. Professor Williams has been inst al in molding the education of many young women throug South, as the patronage of his school was comparatively larg in many years represented most of the Southern States. P uates numbered from 2 to 17 each year after 1857, and altogeth nted to about 350, coming from as many as 26 of the Southe Western States. The college early developed a pedagog ency, having soon a regular normal department added to se of instruction, and became noted for the large number of s l teachers it produced, more than one-third of all its graduates ng devoted themselves, more or less, to this profession.

## BEAUMONT COLLEGE.

ter two unsuccessful attempts had been made to establish a n tution upon the foundation of Daughters' College the propert erly occupied by it was purchased in July, 1894, by Th. S L., who opened in its buildings, in the autumn of that year, a a ational enterprise under the name of Beaumont College. T school was incorporated under the general laws of the State 1893, with full power to confer degrees. Professor Smith s s of the University of Virginia and a teacher of many years ssful experience in Georgetown College, Kentucky, and e e. His aim has been to have Beaumont College do more of s s work than is usually attempted in at least most of the colleges of the South. To this end, the former Daughters' C has been considerably widened, especially in the studies of ancient and modern languages and higher mathematics. A s has been employed, several of whom are pr students. Special stress has also been put upon the s graduates of the best conservatories, w s courses have been retained. T s apparatus and a well selected reference library Daughters' College, still purely an inst s which would enable it to s s. It has, nevertheless, s past year in the past four years and is w s attendance, drawing its students from a number of States outside Kentucky.

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The account of Beaumont College is based entirely on catalogues and correspondence.

## SAYRE FEMALE INSTITUTE, LEXINGTON.

This school has long held an excellent rank among the institutions for the higher education of women in Kentucky. It owes its existence to the munificence of David A. Sayre, of Lexington, after whom it is named. Mr. Sayre had come to Lexington from New Jersey in 1811, when quite a young man. From absolute poverty he had, by thrift and economy, become a banker as early as 1829, and subsequently amassed large wealth, a considerable part of which was devoted to the use of public institutions connected with the Presbyterian Church, of which he was a member. He became interested in educational matters largely through the influence of his wife, who had been a teacher, and who still retained an enthusiastic interest for the profession, and determined to establish in Lexington a first-class school for girls, whose benefits should be as widely distributed as possible.

The institute which bears his name was accordingly organized November 1, 1854, under Rev. H. V. D. Nevins as principal. It was first located on the corner of Mill and Church streets, and was then called Transylvania Female Seminary. On October 1, 1855, it was moved to its present location on Limestone street, near the center of the city, which had been purchased and specially prepared for it by Mr. Sayre, after whom it was then named. On March 10, 1856, it was chartered under its present title, with general power to confer collegiate degrees. According to this new charter the institution is managed by a board of 13 self-perpetuating trustees, of whom the mayor and city judge of Lexington are ex officio members. Its property can never be used for anything else except the education of girls, and all its income must be used either to increase its facilities for instruction or to add to the number of its beneficiary pupils. A moderate rate of tuition is charged by the school for its benefits in the case of most of its pupils, but it offers a free scholarship to one pupil from each of the public schools of Lexington each year, and besides this, grants gratuitous instruction to many deserving students. Its course includes all grades from a primary department to collegiate work of good compass. It is conducted under Presbyterian auspices, although nonsectarian in management.

Mr. Nevins remained at the head of the school until 1859, when Prof. S. R. Williams became his successor. Professor Williams conducted the enterprise with success until his death in June, 1869, although part of the time was the disturbed period of the civil war.

James Dinwiddie took charge in 1869, but remained only on being succeeded in June, 1870, by the present efficient principa H. B. McClellan.[1] In September of that year occurred the dea r. Sayre, who had carefully watched over the interests of th tution since its inception. He left to it in perpetuity its excelle ling and fine grounds, the latter including about 5 acres. H added other gifts during his life, making his total donations abo (000, and furnishing the school an equipment which was one o est of its kind in the South. He had been its sole founder an ly benefactor up to the time of his death. In the latter part o his nephew, Mr. E. D. Sayre, expended about $3,000 in impro he property, and his sister, Mrs. Priscilla Cromey, who died i bequeathed to it $10,000, of which, however, it received on 00, owing to a contest over her will.

ajor McClellan, during an administration which has lasted twenty years, has had a large measure of success in the management o nstitute, and has made it eminently useful as an educational fa n Kentucky and the South especially. The attendance, whic been 60 in 1868–69, was 80 in 1870–71, and 119 in 1872–73. B time the school had outgrown its original quarters, and an enlarge and improvement of its buildings were necessary. This wa between 1872 and 1875, at a cost of $13,000, the chapel bein rged and additional rooms for boarding pupils provided.

1886–87 about $10,000 more was expended in adding a new re n room and furnishing improved heating apparatus and othe rn appliances. Of these amounts $15,000 came from the inco e institution, the rest being derived from the gift of Mr E. D e and the bequest of Mrs. Cromey. A valuable reference libra a good collection of scientific apparatus constitute part of th al equipment of the institution, which has been kept up w the times, as is illustrated by the fact that Principal McClela prepared, in 1896, to verify Professor Roentgen's X-ray expe s within five days after the discovery had been announced

e enlarged accommodations made possible a larger patronag h speedily came, there being 197 pupils in 1875–76, and an av [illegible] yearly between 1875 and 1893, the highest numb [illegible] The faculty during this period numbered fro [illegible] teachers. The present faculty contains 10 teachers. Sin part of [illegible] the average attendance has been about 130. Th [illegible] from Kentucky and other Southern States [illegible] which was the first one to go out [illegible] since then it has sent out almost every [illegible] The alumnæ now number altogeth [illegible] of the Southern and Western States

[1] Major McClellan, besides being a prominent educator, is the author of the [illegible] campaigns of Major-General J. E. B. Stuart.

The school has power to confer all the regular college degrees, but has chosen only to grant diplomas in two courses called regular and English. The latter of these embraces the elements of a well-rounded English education, while the former includes, in addition, a comprehensive course in Latin or one of the modern languages. The institute has furnished a large proportion of the successful teachers of Lexington and Fayette County, and has given much free tuition to those and others, the amount so bestowed between 1870 and 1889 having been estimated[1] to be as much as $10,000. It has, under Major McClellan's management, been brought up to a high standard of usefulness and exerted a wholesome influence in behalf of an excellent standard of scholarship. The financial foundation granted to it by Mr. Sayre places before it the prospect of widening and extending its influence for good in the future.

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## CALDWELL COLLEGE, DANVILLE.

Schools for girls were early established in Danville, the first one of any note being one founded by Rev. J. K. Burch, for a time a professor in a theological department attached to Center College. None of these schools, however, had a first-class equipment, and their duration was, as a rule, short. The community had long been an educational center for young men, especially among the Presbyterians, who had also endeavored to have their daughters given equal advantages with their sons. A united and determined effort looking toward the accomplishment of this end was finally made in 1856.

In this enterprise the more intelligent part of the citizens of Danville and Boyle County generally were interested, but the Presbyterians were prime movers. Several prominent citizens were at first appointed to canvass for funds for the undertaking, and secured subscriptions amounting to about $5,000, the largest single subscription being $500. At a public meeting called in the Second Presbyterian Church in Danville to hear the report of this committee, the late Rev. E. P. Humphrey, D. D., at that time a professor in Danville Theological Seminary, made a stirring address in favor of the higher education of women, and perhaps did more than anyone else to arouse enthusiasm in favor of the proposed institution. After several other addresses had been made and various plans suggested, Dr. J. M. Meyer, who is still living in Danville, arose and having stated that, if the

[1] Newspaper clipping of 1889.

rprise was to be a success larger subscriptions must be made. osed to be one of ten to give $1,000 each for the school. To the osition G. W. Welsh, Charles Henderson, George F. Lee, Charles lwell, and perhaps one or two others responded. These subscrip s, together with other smaller amounts subscribed at the time. e about $8,000 raised at this meeting. A further canvass of the munity was made in which about $3,000 additional was secured uilding committee was appointed, and with the money in hand an ble lot on Lexington street in Danville was purchased, and the t of the original building erected in the latter part of 1859.

this year Prof. E. A. Sloan, of Alabama, was elected the firs cipal of the institution, who, upon his arrival in Danville, con red its accommodations insufficient, and so, upon his request, an a subscription of $10,000 was raised, with which, in 1860, an el feet long and two stories high, with galleries on either side, was d to the front previously erected. The school had originally been d Henderson Institute, but in order to secure the addition to the ding Mr. Charles Caldwell had raised his subscription to $3,000 ratitude for which its name was changed to Caldwell Institute Caldwell was an elder in the First Presbyterian Church in Dan , and a warm friend of the institution as long as he lived. Under new name a charter was secured for the enterprise, placing it er the control of the elders of the two Presbyterian churches of ville.

he institute was first opened by Professor Sloan in the fall of 1860 completed building was equipped in such a manner as to be one of fines of its kind in the State, the total cost of buildings, ground, equipment being about $[illegible]. The faculty was composed of an ient corps of teachers and the opening attendance was large. So school at the time had every prospect of success; but the civil soon cut off its patronage from the South, upon which the man ment had largely depended, and consequently its operations had e suspended in 1862.

remained closed for about two years, when a Mr. Hart seems to e had charge of it for about the same length of time. In 1866 . L. G. Barbour, D. D., was elected principal and conducted a l school for eight years, when he resigned, 1874, to accept a chair he new Kentucky School Central University

he usefulness of the institution had for some time been greatly aired by the lack of cooperation between the two controlling byterian churches, who had become divided by the issues of the and [illegible] to occupy the property jointly. This was reason [illegible] At length an arrangement was made reby the Second Presbyterian Church was to assume a debt aining from Professor Sloan's administration, amounting to about 000, and was to have control of the school. It has until recently

remained under the management of that church, whose elders have acted as its board of trustees.

Upon Dr. Barbour's resignation as principal, Prof. W. P. Hussey, of Boston, Mass., became his successor. The latter entered upon his work with great enthusiasm, inducing the board of trustees to apply to the legislature for a new charter, which changed the name of the institution to Caldwell College and otherwise enlarged the scope of the enterprise. Professor Hussey's plans were, however, cut short and the work of the college again suspended by the misfortune of having its building entirely destroyed by fire in April, 1876.

Nothing remained to it from this calamity except its grounds, which, not long afterwards, were divided into building lots and sold. With the funds thus obtained the present main building, well suited to its purposes and almost directly opposite the original location, was purchased. In the autumn of 1880 the college was reopened in its new quarters with Rev. John Montgomery as president. President Montgomery remained at its head for six years, during which time it seems to have been fairly prosperous. In his administration a brick chapel was added to the material equipment of this institution.

In the fall of 1886, Miss C. A. Campbell, of Danville, succeeded Rev. Mr. Montgomery in its presidency and remained its successful manager for eleven years. Soon after her accession an addition, containing four large recitation rooms and a gymnasium, was made to the buildings. Not long after this, a charter was secured granting full power to confer the usual degrees, a right which the college does not seem to have had, at least in full, under its previous charter. The course of instruction was also very materially strengthened, the aim being to make it the equal of that pursued in the male colleges of the State. It also includes a normal course, intended especially for students who wish to become teachers. Miss Campbell associated with herself a well trained faculty of 11 teachers and was able to build up the patronage of the institution considerably during her administration.

She retired from the presidency in the summer of 1897, and was succeeded by Rev. J. C. Ely, D. D., who has upheld the former prosperity of the school during the past year. Caldwell College has sent forth many well trained graduates since its first opening in 1860. The number of these can not be accurately ascertained from the somewhat imperfect records at hand, but enough is known to say that at present there are over 200 alumnæ.

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The facts used in this sketch have been chiefly obtained from Dr. J. M. Meyer, of Danville. They have been considerably elaborated by reference to catalogues, Henderson's Centennial Exhibit, and other general sources of information.

## HAMILTON FEMALE COLLEGE, LEXINGTON.

is institution was originally called Hocker Female College, after
under, and was opened in Lexington in the autumn of 1869 by
James M. Hocker, who, as announced in the first catalogue of
ollege, had had for years the cherished purpose of consecrating a
portion of his time and means to the "upbuilding of an institu-
for young women, founded on Christian and scientific principles."
school was intended to meet a public want by supplying an edu-
n for girls equal to that usually afforded boys. It was from the
conducted in the interest of the Christian Church, of which Mr
ter was a member. He was the founder and sole proprietor, but
of the prominent members of his church in Lexington and vicin-
ere associated with him in its management. A number of these
tituted its trustees under its first act of incorporation, which was
red early in its history and gave to it the right of granting
omas.

ior to the opening of the college a substantial and artistic build-
was erected for it, which has a frontage of 160 feet and a depth
feet, and is four stories in height. It has accommodations for
oarding pupils, and is situated in the midst of a handsome campus
orth Broadway street. In 1870 an addition was made to it, con-
ng a gymnasium, music hall, and art gallery, which, including the
llent equipment, brought the total cost of the entire educational
t above $100,000.

e first president of the new college was Robert Graham, A. M.,
has been so long prominently connected with the educational
prises of his church, especially with Kentucky University and
ollege of the Bible. The first faculty included 12 experienced
ers, and the course offered embraced the following departments:
al and moral philosophy, physical science, mathematics, Engl
uage and literature, sacred and civil history, modern languages,
nt languages, and the fine arts. There was also a preparatory
rtment. President Graham remained in charge of the institution
ix years, during which the average annual attendance was some
over 12 and represented most of the Southern States. The
graduating class, that of 1870, contained 3 members, and there
graduates during this administration

on President Graham's retirement in 1875 to become the pres-
of the College of the Bible, Henry Turner, A. M., became
cessor and held the position for two years. Mr. Hocker's
management of the college had not been a success, and
1877, its proprietorship was transferred to a joint
company, composed of its first board of trustees and other
liberal and public spirited citizens of central Kentucky, all of
members of the Christian Church. This company was
incorporated on July 1, 1877, and a new charter was secured for the

institution placing it under the control of a board of 15 trustees elected by the stockholders, its management in the interest of the Christian Church being still secured by the charter requiring its trustees to be members in good standing of some Christian congregation. Those chiefly instrumental in bringing about the reorganization in this way were Elders M. E. Lard, J. W. McGarvey, and Robert Graham, although others assisted prominently in the enterprise. The money for the purchase of the property by the joint stock company was raised by donations and loans from liberal citizens and amounted to about $50,000, of which $10,000 was given by Mr. William Hamilton, of Woodford County, in honor of whom, as the chief contributor, the school was named Hamilton College by its new charter. It has since been operated under this charter with some slight amendments.

Under the reorganization Prof. J. T. Patterson, who was one of the chief stockholders and had had twenty-two years' successful experience in conducting similar institutions, became president. The college prospered under its new auspices and Professor Patterson remained at its head fourteen years, steadily increasing its reputation and attendance. Its students during this time averaged each year about 165, their number in 1890–91 rising to as many as 226. They frequently represented 13 of the Southern States. The faculty also increased from 10 at the opening of the administration to 17 at its close.

In 1889 Professor Patterson, on account of impaired health, retired from the active management of the institution, having associated with himself Prof. J. B. Skinner as principal and financial agent. The former, however, still retained his connection with the faculty and conducted his classes as usual until 1891, when he finally severed his connection with the institution. Under his management from 4 to 22 graduates had gone forth each year, and the total roll of alumnæ for the time is 173.

Upon President Patterson's retirement in 1891, Professor Skinner assumed entire charge of the school as its president. A primary department was then added to the course of instruction, and for it a new building was erected in 1892. In 1895 an extra calisthenic room, laboratory, and library were added and in the summer of 1896 the college grounds considerably enlarged and improved, about $5,000 being expended for these purposes. President Skinner had a large measure of success in sustaining the previous standard of scholarship of the institution and in upholding its attendance, notwithstanding the financial distress of recent years. The original large faculty was still retained, and about 200 students were usually to be found in the rooms of the college during his administration, which lasted about seven years. There were 114 graduates during this time, 24, the largest number in the history of the college, having been sent out in 1896, thus making the total alumnæ of the institution, up to 1898, inclusive, 351, who have come from 15 States of the Union.

esident Skinner died in office February 28, 1898, thus being c
the midst of a career of educational usefulness, which, besides
ine years' connection with Hamilton College, had included a p
rship in Christian College, Columbia, Mo., for five years and th
dency of Garrard College, Lancaster, Ky., for one year.

C. Hagerman, A. M., for a number of years the successful pr
of Madison Female Institute, at Richmond, Ky., and since the
thany College, Va., has recently been chosen as President Sk
successor. His past record is such that Hamilton College may
pected to continue its present prosperity under his management

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s sketch has been founded largely upon facts obtained from a file of ca
s, which have been supplemented considerably by reference to Peter's Histo
yette County and by some information furnished by Professors Graham and
er.

JESSAMINE FEMALE INSTITUTE, NICHOLASVILLE.

though bearing the name of institute simply, this school has for
time held an honorable position among the female colleges
State. The purpose for which it was founded may be we
essed in the language of a recent catalogue, which declares
"the outgrowth of the intelligent demand of a cultured a
est community, which realizes its best interests are met in a
ated womanhood."

e preliminary steps looking toward the establishment of th
tution were taken at a public meeting held at Nicholasville
[illegible], when a series of resolutions were adopted, with a pre
[illegible] as follows, viz:

[illegible] are hereto subscribed, being desirous of establishing [illegible]
N. [illegible], Ky., a female school of such a character as will [illegible]
[illegible] as will give the highest facilities for education [illegible]
[illegible] into an association for this purpose pursuant
[illegible] of Kentucky passed at its last session, providing [illegible]
[illegible] associations. And that we may secure to ourselves [illegible]
[illegible] form of a body corporate and politic [illegible]
[illegible] Female Institute, do hereby adopt the [illegible]
[illegible]

[illegible] articles of agreement, which follow, the school
[illegible] association were to be managed by its [illegible]
[illegible] with a board of trustees appointed by [illegible]
[illegible] number. The agreement was sign
[illegible] of Nicholasville and vicinity, who [illegible]
[illegible] promoting the enterprise. They we
[illegible] Presbyterian Church. Only $2,[illegible] was
[illegible] the equipment of the school, and the [illegible]
[illegible] was a [illegible] chapel for recitation purposes
[illegible] capacity of fifty pupils

As the Presbyterians took the leading part in organizing the institute it was opened under their auspices, with Rev. Branch Price, a Presbyterian minister, as its first principal. He took charge in the autumn of 1855, and was assisted by a full faculty. The curriculum offered consisted of courses in English, Latin, Greek, mathematics, modern language, music, and art, and was aimed to be the equal of that of any of the female colleges in the Southwest. The policy of the trustees has been to leave the property to the principal, who takes direct charge of the school affairs, appointing and governing its faculty and selecting its course of study.

In February, 1866, the legislature of the State, upon application, granted a very liberal new charter to the institution, giving to it the power to confer the usual degrees and putting it more distinctively on a nonsectarian basis. It was to be managed by a board of six trustees, elected every three years by the members of the corporation. The first trustees elected under this charter purchased a residence for the principal, adjacent to the chapel, and in 1867 Prof. M. C. McCrohan, who had succeeded Rev. William Price, opened a boarding department, which added considerably to the patronage of the school already very good.

In 1870 Prof. G. G. Butler became Professor McCrohan's successor in the principalship. Under his direction the school prospered for three years, but during the next two years the attendance declined considerably. In 1875 Prof. J. B. Tharp took charge of the institution, and had a good school for three years; but from 1878 to 1881 the affairs of the institute were badly managed and its patronage became so poor that it was closed for a short while in the spring of 1881.

In the autumn of that year Miss M. F. Hewitt, who for the past six years had been principal of Warrendale Female Seminary, at Georgetown, Ky., was induced to attempt the reorganization of the school. It had become so much disorganized and its prospects were so poor that the trustees had to guarantee Miss Hewitt her support for a year in order to induce her to undertake the work. She, however, succeeded in the task from the beginning, and conducted the institution very successfully for twelve years. The attendance increased from year to year so that the original building had soon to be much improved and enlarged. By 1888 the institute had outgrown entirely its original quarters, and in September of that year an elegant and imposing new building was completed by the trustees, at a cost of $20,000, most of the money for the purpose having been subscribed by the citizens of Nicholasville and Jessamine County. The new building is quite complete in all its appointments and is one of the handsomest structures of its kind in the State. It stands in the midst of a well-kept campus of 3 acres beautifully situated on a commanding elevation west of the town. The patronage of the institute during Miss Hewitt's administration was more than double what it had usu-

been previously, and at times included representatives from as
; as eleven of the Southern and Western States.
1893 declining health caused Miss Hewitt to resign, and the pres
cipal, Mrs. B. W. Vineyard, was then elected. Under the latter
agement the previous reputation of the school has been sustained.
considerable improvements have been made, particularly in the
of additions to its library, scientific apparatus, and other facilities
struction. The present faculty is a large and well qualified one
he institution is prepared to do excellent work in the future
ng as it does to stand abreast of any college in the South. Like
e other female colleges of Kentucky, however, it has no endow
upon which the security of its future growth and expansion
depend. No record of its alumnæ was kept prior to 1882, but
that time to 1898, inclusive, there have been 181 graduates, many
hom have become teachers of considerable reputation.

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s sketch is based primarily upon information furnished by Dr Charles
, secretary of the board of trustees, which has been confirmed and enlarged
ference to the usual sources of general information.

STANFORD FEMALE COLLEGE, STANFORD.

his institution was organized in 1871, at the instance of some of
prominent citizens of Stanford and vicinity, for the purpose
ng their daughters a collegiate education and also attracting
nage from a distance. It was chartered the year of its estab
ment with the usual collegiate powers and privileges. John
ey, S. H. Shanks, J. W. Alcorn, M. C. Saufley, John Reed, and
W. others were prominently connected with the enterprise from
eption, and may be mentioned as its chief founders and pro
ers. These and others organized themselves into a joint stock
any to raise the necessary funds and to provide for a proper
agement. The money for the building was subscribed by the
porators and other citizens of the community and was supple
ted by a donation from the town of Stanford.

[illegible] substantial brick structure costing [illegible]
[illegible] adapted to its purpose and is located in
[illegible] grounds. It was completed shortly
[illegible] considerable additions and improvements
[illegible] by the company securing another
[illegible] for the property. This plan has caused the
[illegible] success to the institution which has
[illegible]

[illegible] 1872 with Mrs. Sallie C. [illegible],
A. M. [illegible] Mrs. Lenhart held the position
[illegible] years. Under her direction the original
[illegible] consisting of the apartments of ancient [illegible]

guages, modern languages, mathematics, mental and moral philosophy, English literature, natural science, history, and the usual ornamental branches, was laid out and a good complement of educational apparatus, including the foundation of a well-selected library, accumulated. During this administration the faculty included from 6 to 11 teachers and there were usually about 100 students in attendance upon the various courses, which included primary and preparatory as well as collegiate instruction. The total number of graduates for the period is 41, there being from 1 to 10 in each class after 1875.

In 1885 Mrs. Truehart resigned her position and was succeeded in the presidency by A. S. Paxton, A. B., who remained in charge of the institution for three years. Professor Paxton remodeled the course after the plan of that of his alma mater, Washington and Lee University, an arrangement which has since been substantially retained.

J. M. Hubbard, A. M., next became president, assuming the position in 1888 and retaining it for seven years. During this time the condition of the institution was that of general prosperity. Its matriculation was considerably increased, its curriculum somewhat enlarged, and its buildings extensively improved. Professor Hubbard employed only well qualified teachers and used modern methods of instruction. He resigned in 1895 to accept the presidency of Howard Female College, Gallatin, Tenn.

His successor at Stanford was Rev. William Shelton, LL. D., who is the present head of the institution. Dr. Shelton has for a number of years been a prominent educator, having been the president of several colleges in Tennessee. His administration of Stanford College has so far been successful and the future prospects of the institution are good. His daughter, Mrs. Nannie S. Saufley, is the efficient lady principal of its faculty. A number of improvements have recently been made in the buildings and the scientific apparatus considerably enlarged. Mr. George H. McKinney, of Stanford, presented to the college in 1897 a valuable cabinet of minerals and other geological specimens.

Stanford Female College, while Christian in spirit, is one of the few educational institutions in Kentucky which is not under the patronage, if not direct control, of some religious denomination. According to its charter it is managed by a board of eight trustees, who are authorized to fill their own vacancies. The course of instruction offered by the institution has been from time to time improved so as to compare very favorably with that of other Southern female colleges. If four of its "schools" are completed the student is entitled to a diploma without degree. The completion of the English course leads to the degree of M. E. L. The addition of Latin to the latter course entitles one to the degree of A. B. The standard of scholarship in the degree courses seems to have been very well upheld, as the institution has had only 83 graduates throughout its history.

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s sketch has as its chief foundation a number of data furnished by President ard, now president of Howard Female College, Gallatin, Tenn. Other facts come from catalogues and similar sources.

## VILLA RIDGE COLLEGE, PEWEE VALLEY.

is institution was known until 1896 as Kentucky College for ıg Ladies, and its object and purpose, as expressed in a clipping the Oldham News of December 20, 1894, is "to promote the edu- n of young women in literature, science, and art." The college founded originally by a stock company, of which a number of ıinent citizens of Pewee Valley and vicinity were members, 21 hom, its chief promoters, constituting its first board of trustees. e mainly instrumental in establishing the school seem to have Presbyterians, but it was placed from the beginning on an unde- national basis. A well-located tract of 20 acres of land, one-half ıich constitutes the present campus of the college, was purchased ıe company and from funds subscribed by its members a large comfortable building was erected, which was dedicated on Decem- 3, 1873.

e school had been opened in the previous autumn and had E. A. ı, A. M., as its first president. Professor Sloan had previously at the head of female colleges in Alabama and Kentucky, and essfully conducted the institution for six years. The original ıty consisted of 8 teachers, and the course of instruction as first ned contained the usual ornamental departments, besides a two ' preparatory course and a four years' collegiate course of very compass in comparison with that of similar institutions. There 63 students in attendance the first year the school opened. In it was incorporated by the legislature under the name of Ken- y College for Young Ladies and was given all the powers and leges of "any university, college, or seminary of learning in the ." In its second year the foundations of an excellent library for nstitution were laid through the liberality of Mrs. B. J. Clay, of mond, Ky. In that year there were 68 students in attendance, of whom were in the collegiate department, and the first class, sting of 9 members, was graduated. There were 33 graduates ıg President Sloan's administration, which was terminated by nation in 1879.

on after Professor Sloan's retirement an arrangement was made een the trustees and Rev. Erastus Rowley, D. D., whereby the r leased its property and took entire charge of the college as its dent. Dr. Rowley was a prominent minister in the Methodist sopal Church South. He was an alumnus of Union College, New , and a teacher of twenty-six years' experience. Not long after cession to its presidency he became sole proprietor of the insti-

tution by the purchase of its property from the trustees. It has since remained a purely private enterprise.

Early in Dr. Rowley's administration a primary department was added to the course of instruction and a scientific course was arranged for in the collegiate department. In 1891 normal and business departments were also added and in the same year the building of the primary and preparatory departments was considerably enlarged. The library was also increased during this administration, in which the average attendance was somewhat larger than it had been formerly. From two to six students completed the course each year during the time, making the total number of graduates 43 up to the time of Dr. Rowley's retirement from the presidency of the institution in 1894.

In the summer of this year G. B. Perry, A. M., became president of the faculty, Dr. Rowley still remaining in connection with the institution as its professor of moral philosophy and the manager in certain respects of its business affairs. He retained this relation with the institution until his death, on February 28, 1896. President Perry had had several years' experience before coming to Pewee Valley, and has been able by his executive ability to uphold the former reputation of the institution and somewhat enlarge its patronage which now comes from a number of the Southern States outside of Kentucky. All the earlier departments of study have been retained, the former primary and preparatory departments having been combined into a preparatory course of four years, and a one-year postgraduate course having been added to the collegiate department, which embraces the schools of history, mathematics, science, Latin, mental and moral philosophy, and English, besides the usual ornamental branches. The present faculty has 10 members.

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Clipping from the Oldham News of December 20, 1894, with additional information mainly obtained from catalogues.

POTTER COLLEGE, BOWLING GREEN.

The following sentence, taken substantially from one of its recent catalogues, describes in a general way the origin of this institution: Potter College is an expression of the generosity and liberal spirit of the citizens of Bowling Green, who, irrespective of church connections, heartily united in establishing in their midst an institution for the higher education of young women. The chief promoter of the enterprise was Rev. B. F. Cabell, who had been for twelve years the president of Cedar Bluff Female College, located in Warren County, and who in January, 1889, first conceived the idea of establishing a similar institution in Bowling Green, which in many ways offered excellent advantages as a location for such a school. This plan having been submitted to a few of the prominent citizens of the community received

arty response from them, and steps were at once taken to raise
ubscription the money needed to erect and equip for the propose
tution a building which should be first class in all its appoint
s. A stock company was soon organized, the soliciting commi
f which secured subscriptions amounting to about $17,000. This
however, not deemed a sufficiently large amount with which to
gurate the enterprise, and Mr. P. J. Potter, unwilling that the
ect should fail, raised his subscription to $5,000, in consideration
hich liberal gift the college was named by its trustees in his
r.

out a year was consumed in raising the needed funds and erect
he front building, which was not fully completed until December

Meanwhile a charter was obtained for the college, conferring
it all the usual powers and privileges, and the institution was
ed on September 9, 1889, with Rev. B. F. Cabell as its president
roperty having been leased to him for a number of years. The
ge building, to which a new wing was added in 1891, was fine
pped throughout, making its total cost about $50,000, its appoint
ts, including an excellent gymnasium, being modern in all respects
a three-story brick building of improved architecture, one of the
st of its kind in the State, and is splendidly located, in a com
of about 7 acres, on a commanding eminence west of the town
rt of the equipment of the college at its opening was a very good
lement of physical and chemical apparatus and an excellent
gical collection.

e institution is Christian in spirit, but is insured against sectarian
rol, by the provision of its charter that not more than two of its
rustees, who are elected by the stockholders, shall be members of
same religious denomination. The course of instruction at first
ced primary, preparatory, academic (secondary), and college
ments, but only the last two, extending through two and four
s, respectively, are at present retained. There are in addition
as departments of music and art. The regular curriculum
ces the departments of English, history, natural sciences, Lat
[illegible] philosophy, education, Greek, French, and German.
s [illegible] elective courses are offered, as well as [illegible]
[illegible] of proficiency are granted in various departments
[illegible] degree of A. B. is conferred. The original [illegible]
[illegible] and the students in attendance the first year
[illegible] represented [illegible] States, principally [illegible]
[illegible] West. A number of these were advanced students
[illegible] at the end of the year there were [illegible] graduates
[illegible]

[illegible] since the opening of the institution
[illegible] States have been represented
[illegible] present time. Its faculty has been as

composed of about 15 teachers in the various departments, and it has had altogether, up to 1898 inclusive, 77 regular graduates, several of whom are holding lucrative positions as teachers in different sections of the country.

During the nine years of its history the equipment of the college has been considerably improved, especially in the way of libraries and scientific apparatus. In 1896 an annex building was erected near the main building. Since the institution was opened President Cabell has been its active manager and the promoter of its success. He has lately secured a sufficiently large amount of its stock to give him a controlling interest in its affairs, which makes the institution now really a private enterprise. The scholastic year 1897–98 was one of the most successful in its history—a history which has been marked by almost unexampled prosperity, for, although one of the youngest of the female colleges of the South, its career has been very successful from the start.

BIBLIOGRAPHY.

The Chicago Commercial Journal of April 7, 1892, supplemented by the usual sources of general information.

## OWENSBORO FEMALE COLLEGE, OWENSBORO.

This institution opened its doors in the autumn of 1890, and is therefore the youngest candidate for public favor among the female colleges of Kentucky. The college is said in its first announcement to be "the outgrowth of a desire on the part of the citizens of Owensboro to have brought to their door the largest advantages for their daughters in the higher branches of education." A few earnest men took hold of the matter in a determined way, and having organized themselves into a stock company in a short time raised $30,000 with which they purchased an admirable site and erected thereon an excellent building, the cost of the latter being about $24,000. R. P. McJohnston, Thomas Pettit, J. D. Powers, Robert Brodie, J. G. Delker, A. C. Thompkins, J. H. Parrish, E. G. Buckner, and T. S. McAtee were, among others, especially active in promoting the enterprise.

The institution is incorporated under the general laws of the State. Its articles of incorporation were filed on March 26, 1893, and give to it the right to confer the usual literary degrees. It is placed under the management of a board of 10 directors chosen by the members of the stock company from their own number. R. P. McJohnston was the president of its first board of directors, while Thomas Pettit was the secretary and J. H. Parrish treasurer. The committee under which the building was completed was composed of A. C. Thompkins, Alexander Hill, and E. G. Buckner. The building is of brick, is 3 stories in height, and is quite modern in its equipment. It contains, besides the class-rooms, a gymnasium and laboratories, and has, in addition, accommodation for 30 boarding pupils. The college has

ired since its foundation a good geological collection and an llent herbarium.

of. W. H. Stuart, who had been for several years at the head of rt College at Shelbyville, Ky., was elected its first president, and ed the institution on November 1, 1890, at the time its building completed. Professor Stuart was assisted by a faculty of s men

The course offered at the opening was similar to that usually n in female colleges in the South, having besides the usual ornatal branches and primary and preparatory departments, two ed-courses of four years each, leading respectively to the degree ress of arts, and mistress of belles-lettres. These courses embrace departments of ancient languages, modern languages, mathes, natural science, and English. There were 70 regular and 12 ial students in attendance the first year. In the second year were 83 regular and 12 special students.

esident Stuart was not able to make a financial success of the ol and so, in 1895, retired from its management, its property being nat time leased for a term of years to A. C. Goodwin, Ph. D essor Goodwin had been for the previous nine years superinent of the Owensboro city schools, after having previously been ected with the faculty of South Kentucky College. He has since nected Owensboro Female College with success, having been able onsiderably widen its reputation and extend its patronage.

nder his contract with the directors boys were to be allowed to r this institution as day pupils, thus making the school partly ucational and so far changing its original design. The enterprise also of late become largely individual through President Good-s having acquired the greater part of its stock. In its course of uction natural science and literature have recently been given al emphasis, while a commercial course and a normal depart-t have been added to the branches previously taught. The ol has had a number of graduates, several of whom have sustained selves well in advanced work in Eastern institutions.

BIBLIOGRAPHY.

s sketch is based entirely upon catalogues and correspondence.

# Chapter VII.

## SPECIAL PROFESSIONAL SCHOOLS.

### THE UNIVERSITY OF LOUISVILLE.

The charter of the University of Louisville, granted by the legislature of Kentucky on February 7, 1846, contemplated the founding of "all the departments of a university for the promotion of every branch of science, literature, and the liberal arts." Its basis was to be the Louisville Medical Institute, then a flourishing institution; a law department was to be at once established, and power was given to convert Louisville College, the successor of old Jefferson Seminary, founded in 1816, into the collegiate department. The proposed institution was, according to the plan of management adopted for the Louisville Medical Institute in 1837, to be governed by a board of eleven trustees, who were to be appointed by the mayor and city council of Louisville and were given the right to confer all degrees usually conferred in colleges or universities. This board has since exercised supervision over the original medical department and over the law department, which was soon added, but the contemplated conversion of Louisville College into its academic department was never regularly completed, and so the University of Louisville, as at present constituted, embraces only medical and law schools, located in the city of Louisville. Jefferson Seminary, or Louisville College as it came to be called after 1830, is, however, worthy of some notice in this connection on account of the important educational position it held for some time in the early history of the city.

### JEFFERSON SEMINARY.

This was one of the State academies created by the act of February 10, 1798, which gave to it an endowment of 6,000 acres of public land. An additional act of December 17, 1798, gave to it the privilege of raising $5,000 by lottery for building purposes. The control of the proposed institution was vested originally in a board of eight trustees, whose number was for some reason increased to sixteen in 1800. The land granted was later surveyed and located in Union County, but no use seems ever to have been made of the lottery privilege.

Nothing was done toward opening the school for several years, owing largely, it seems, to the little interest taken in it on the part of its unwieldy board of trustees, whose rights had several times to be

irmed by subsequent legislative action, but owing partly, perhaps, he lack of funds for inaugurating the enterprise. At last, on 2, 1813, the trustees, now reduced in number to ten, purchased $800 a lot of 2¾ acres on Eighth street, between what is now Wal and Green streets, upon which, soon after, a brick house, one a half stories high, with two large ground rooms opening towards son street, was erected.

this building the school was opened in 1816, with the historian, n Butler, as its first principal. Mr. Butler was assisted by Reuben ray and William Thompkins, the principal's salary being $[illegible] a and that of the other teachers $500 each. The school term was months in length, and the rate of tuition was $20 per term. veen 40 and 50 students were in attendance upon the seminary ng its first term. It was from the beginning of comparatively grade, and was the finishing school for the more elementary [illegible] schools then located throughout the city. In 1817 an unsuccess attempt was made to improve the institution's financial condition tarting a town on its Union County lands, and in 1820 authority obtained from the legislature to dispose of these lands at auction es not appear how much was realized from this transaction. In the plan of governing the school was much improved by having number of its trustees reduced to seven, who were appointed by ounty court of Jefferson County.

n September 30, 1830, inspired by the success of the new [illegible] of which had taken away its principal, Mann Butler, its trustees red legislative authority for transferring one-half of its prop[illegible] ne city of Louisville for a high school. The city accordingly [illegible] ess on soon afterwards of the city property of the seminary, wh[illegible] nverted into what was known as Louisville College, the city agre[illegible] to augment, as far as necessary, its tuition fees by an [illegible] [illegible] Its first regular college faculty, organized in [illegible] composed, as follows: Rev. B. F. Farnsworth, president and pro[illegible] [illegible] and moral philosophy and political economy; [illegible] H. Harrison, professor of mathematics, natural science, and [illegible] James Brown, professor of the Latin and Greek [illegible] Leonard Bliss, professor of belles-lettres; [illegible] H. [illegible], tutor in the preparatory department; [illegible] the school by the fact that [illegible] science, and of agriculture [illegible] as future departments. These [illegible] school.

[illegible] college and really [illegible] [illegible] of the institution [illegible] when it was [illegible]

[illegible] April 7, 1844.

[illegible] History of Kentucky, New York, [illegible]

legislative action, regularly incorporated as Louisville College, and became the official head of the city public-school system, then consisting of primary and grammar schools and a college. The city was then to pay $2,000 a year into the funds of the college and to receive in return 30 free scholarships for its most deserving grammar school students. The college, however, seems later to have received regular tuition fees for these pupils in addition to the regular appropriation. Its faculty at this period in its history was an able one, including among its members for some time Prof. Noble Butler, noted throughout the State as an eminent educator and the author of popular text-books.

Under the legislative act of February 7, 1846, it was proposed to make the institution the academical department of the contemplated University of Louisville provided for by the act, but this union was never regularly consummated, and by the terms of the second charter of Louisville, adopted March 4, 1851, all tuition fees in Louisville College were abolished, and it lost its identity in the city public-school system, of which it has since remained a part, as the male high school. Some mention will again be made of it in describing the public-school system of Louisville.

The old seminary property was sold in different parcels in 1845 and soon after, and the proceeds subsequently used to erect on the university grounds, on Chestnut street near Ninth street, the building of the law department of the university, which has, however, since its construction been used almost exclusively as the home of the male high school, that school thus remaining, in location at least, if not otherwise, a department of the university. As old Jefferson Seminary and Louisville College it had, from the beginning, taken a high standing, partly on account of Mann Butler, its first principal, and was for a long time the only seat of higher learning in the city. In this capacity it furnished to many of the early citizens of Louisville the elements of a liberal education, of the benefits of which they would otherwise have been deprived.

## THE MEDICAL DEPARTMENT.

The medical department of the University of Louisville is the oldest medical school now existing in Kentucky with a continuous history to date. Its origin may be traced, in name at least, to the Louisville Medical Institute, which was established in Louisville on February 7, 1833, and was, it seems, operated for a short time under the charter of Centre College, at Danville. It appears, however, never to have had any vigor, and was succeeded in 1837 by a new institution, under the same name, out of which has grown organically the present medical department of the University of Louisville, which has thus had a continuous corporate history since 1837.

he leading spirit in the establishment of the school was Dr. Char
dwell, who had been connected for a number of years with t
dical faculty of Transylvania University, but had begun to rec
in Louisville, which in 1837 had much outgrown Lexington
, a more eligible location for a medical college, largely by reas
the superior clinical advantages it offered. Accordingly, after
successful attempt, in which he was joined by Professors Cool
ndell, and Short, of the Transylvania medical department, to h
t school moved bodily to Louisville, he and those gentlem
igned their positions at Lexington and resolved to open the n
titution on their own responsibility.

Largely through Dr. Caldwell's influence the city council of Lou
e was induced to give 4 acres of ground, centrally located w
rence to the city, and $50,000 in money toward the new ent
se, $30,000 being given to provide a suitable building on the
ated and $20,000 to furnish a library and apparatus. Dr. Josh
Flint, a member of its first faculty, was sent to Europe by or
the city council to purchase a suitable equipment of apparatus
new school, and succeeded in securing a very fine one for t
e. The corner stone of a splendid new building was laid w
propriate ceremonies on February 22, 1838. The institution h
ady been opened, however, in the fall of 1837, and until its
could be completed occupied temporary quarters in the up
ms of the city workhouse, which stood on the site of the pres
versity building.

The first faculty of the school was constituted as follows: Char
dwell, M. D., institutes of medicine; John Eslen Cooke, M. D.
ory and practice of medicine; Lunsford P. Yandell, M. D., che
y; Henry Miles, M. D., obstetric medicine; Jedediah Cobb, M.
atomy; Joshua B. Flint, M. D., surgery. Drs. Caldwell, Coo
d Yandell held the same chairs as those held by them in Lexing
[illegible] and favorably known, and the faculty
[illegible] Dr. Cooke was a well-known medical profess
[illegible] for many years the efficient dean of the
[illegible] students present at the opening
[illegible] them from other institutions
[illegible] session, and at its close the
[illegible] dates.

The [illegible] for the opening
[illegible] library and apparatus p
[illegible] was then unexcelled
[illegible] the second year by the
[illegible] Louisville at that
[illegible] materia medica

[illegible] was one of the foren
[illegible]

duties of which had been discharged the previous year by Professor Yandell. During the second session 120 matriculates were in attendance, and at its close 27 M. D.'s were conferred.

In 1839, a new chair of clinical medicine and pathological anatomy was created, to which was called the celebrated Dr. Daniel Drake, formerly connected with Transylvania University and the Cincinnati Medical College, and noted for his strength, versatility, and eloquence as a teacher of medicine. The students that year rose in number to 205, and there were 38 graduates. In 1840, a clinical amphitheater was erected by the faculty at their own expense, adjoining the Marine Hospital, in order that better results might be obtained in witnessing operations.

The number of students regularly increased until 347 were in attendance, in 1845–46, and 73 were graduated. This made the school second in number only to the two medical schools of Philadelphia. It had had, up to the end of that year, 1,955 matriculates and 418 graduates. No other medical school had, probably up to that time, attracted a larger number of pupils in so short a time.

A larger institution was now proposed and, as has been said, was organized, by a charter secured from the legislature, on February 7, 1846, according to the terms of which Louisville Medical Institute became the medical department of the University of Louisville, the buildings and grounds of the former institution being transferred to the latter by request of the city council. This reorganization took place on May 18, 1846, through by-laws adopted by the board of trustees, who took the place of the old board of managers. This change of name and charter had really no other effect on the institution, which has been conducted on the same plan as formerly, and has not been materially affected in any way in its history by the founding of a law department under the same board of trustees.

The history of the medical department of the university has since been one of uniform success, its aim having been to keep abreast of the demands of medical science and to furnish proper facilities for the changed conditions of practice and teaching as these have arisen. Some notice will be taken of the important advances in its work from time to time, together with other incidents in its history of more than usual interest.

The progress of the school was steady until interrupted somewhat by the advent of the civil war, which suspended its lectures entirely during the year 1862–63. Meanwhile, on December 31, 1856, it had lost its original building by fire; but the lectures of that session were completed in the amphitheater of the marine hospital by the courtesy of its trustees, and a new building, in many respects more commodious than the old one, was erected in the spring and summer of 1857. The loss on the former building and apparatus, while approximating $100,000, had been mainly covered by insurance, so that the facilities

e school were not decreased by the fire, but rather increased. s
uilding was improved and new apparatus speedily supplied
1859 a valuable addition was made to its equipment by the
of a small dispensary building, where the treatment of diseas
l be brought more directly under the inspection of its studen
to its temporary suspension in 1862, the school had had
nates, the largest single class during this period being tha
, which graduated 113 members. The classes of 1864 and
comparatively small, but that of 1866 again reached the
proportions of 87 graduates.

September of this last year the Kentucky School of Medicine was
orarily united with the university, a combined faculty of
bers taking the place of the former separate faculties. This
was constituted as follows: Llewellyn Powell, M. D., professor
etric medicine; H. M. Bullitt, M. D., professor of the prin
practice of medicine; G. W. Bayless, M. D., professor of the
s and practice of surgery; C. W. Wright, M. D., professor
istry; J. M. Holloway, M. D., professor of physiology; L. J
ee, M. D., professor of materia medica and therapeutics; J. M
ne, M. D., professor of anatomy; A. B. Cook, M. D., professor
ical diseases of the genito-urinary organs and rectum; J. A
nd, M. D., professor of clinical medicine; J. W. Benson, M. D
ssor of clinical surgery. Drs. T. S. Bell and Lewis Rogers were
emeritus professors, respectively, of the science and prac
edicine and public hygiene, and materia medica and clin
e. Dr. Benson was dean of the faculty.

s union of the two schools only lasted about a year, as the
ty was reorganized in May, 1867. It was then compose
s Powell, Rogers, Bayless, Bullitt, Wright, and Bodine,
with the addition of Drs. Henry Miller and D. W. Y
been connected with it. Drs. Powell, Bay
to their former chairs, while Dr. Rogers
professor of that of materia medica and therap
of physiology and pathology, Dr. Miller, the
of women, and Dr. Yandell, the
Dr. Bodine had become the
upon the resignation of the
was continued under the
has since been
sympathy w
medical education,
West for patro
of these that
other colleges
year of lectures, w

preliminary requirement of three years' office study, and remained so for many years. In 1876, upon the formation of the American Medical College Association, of which it became a member, its requirements for graduation were made two years' lecture courses with one year's preliminary study. In 1892 it took part in the organization of the Southern Medical College Association, and in 1893, according to the laws of that body, required a preliminary admission requirement at least equal to a second-grade teacher's certificate, and the student was required to take instruction in the laboratories of practical chemistry, microscopical technology, normal and pathological histology, bacteriology, ophthalmoscopy, laryngoscopy, otoscopy, operative surgery and surgical dressings, besides attending upon three courses of lectures of not less than six months each in three separate years, during which the student must take two courses in dissection and two courses of clinical or hospital instruction as a prerequisite to graduation. In 1895 the institution became a member of the association of American medical colleges and advanced its matriculation requirements and its standard of graduation up to the rules of that association, which require attendance upon four years' lectures for students graduating after 1899.

Meanwhile the equipment of the school has been kept abreast of these increasing requirements for its doctorate. In 1888 a commodious dispensary was constructed, the plans and arrangements of which were well suited for conducting a large polyclinic. Besides its original chemical equipment, it has from time to time established special laboratories for practical demonstration and for teaching students the use of instruments, especially those of precision required in diagnosis. In 1879 special laboratories in medical chemistry, ophthalmoscopy, laryngoscopy, otoscopy, histology, and microscopy were opened, and in 1880 one for surgical dressings was added. These various laboratories have been steadily enlarged and increasingly provided with all the instruments and appliances which experience has shown to be needed in a well-conducted institution. The regular chemical laboratory is one of the largest in America. The library and anatomical apparatus of the school are also modern. In 1896 its clinical instruction was enlarged by the addition of three new chairs to its faculty, those of clinical professor of diseases of the eye, ear, nose, and throat, clinical professor of diseases of children, and clinical professor of genito-urinary diseases. Medical jurisprudence has been taught for many years by a competent lecturer, and instruction in all the departments of a modern medical course is now offered annually by the members of the faculty of the institution.

The number of students in attendence upon the medical department of the university since 1869 has rarely fallen below 200 annually, and has frequently gone over 300. The largest attendance in any single year was 426 in 1892–93. The average attendance for the last ten

has been 313.[1] The number of graduates each year has usually about 100, the largest number in any one year being 2[illegible] in 94. The average for the past ten years has been 125. The total er of graduates, from the foundation of the school up to 18[illegible] sive, is 4,831.

e advancement of the requirements for matriculation and gradu- in recent years has somewhat reduced the number of matriculates graduates, but the reduction has not been greater than has been l in other similar institutions. The graduates of the school have much distinction in their profession and as teachers, those who gone into teaching having filled chairs in New York, Philadel- New Orleans and other centers of medical education. It has shed seven presidents to the American Medical Association

e following, a practically complete list of its professors from its lation to the present time, will doubtless be of some interest les Caldwell, 1837–1849; John Esten Cooke, 1837–1844; Lunsford andell, sr., 1837–1859; Henry Miller, 1837–1858 and 1867–1869; liah Cobb, 1837–1852; Joshua B. Flint, 1837–1840 and 1856–1858; les W. Short, 1838–1849; Daniel Drake, 1839–1849 and 1850–1852; nel D. Gross, 1840–1850 and 1851–1855;[2] Elisha Bartlett, 1849–1850; s Rogers, 1849–1856[2] and 1863–1868; Benjamin Silliman, jr., 184[illegible] Paul F. Eve, 1849–1850; Austin Flint, 1852–1855;[2] Benjamin R ner, 1852–1865; J. Lawrence Smith, 1854–1866; Robert J. Breckin- ge, 1855–1861;[2] T. S. Bell, 1856–1867[2] and 1868–1885; Llewellyn ell, 1858–1868; J. W. Benson, 1858–1864 and 1866–67; David W. ell, 1859–1861 and 1867–1897; S. M. Bemiss, 1861–62 and 18[illegible] Bayless, 1863–1873; J. M. Holloway, 1865–1867; H. M. Bullitt 1868; C. W. Wright, 1866–1868; J. M. Bodine, 1866 to date; Edward ner, 1868–1875; L. P. Yandell, jr., 1868–1884; John E. Crowe, 18[illegible] James W. Holland, 1869–1885; Theophilus Parvin, 1869–1872; 1882–83; Richard O. Cowling, 1873–1881; W. O. Roberts, 1881; J. A. Onchterlony, 1882 to date; Turner Anderson, 1884 to date; Coke L. 1884 to date; William Bailey, 1885 to date; H. M. Cowl 1885 to date; J. M. Ray, 1896 to date; R. B. Gilbert, 18[illegible] L. N. Bloom, 18[illegible] to date.

[illegible] includes the combined faculty of the University and [illegible] School of Medicine in 1866–67. No attempt has been made [illegible] the dates of the different professors, as these have been [illegible] so often as to make the task quite impossible.

[illegible] have been the deans, or chief executive officers, [illegible] to them a large part of the success of the school is to [illegible] Caldwell, from 1837 to 1852; Lunsford P. Yandell, sr.

[illegible] from the Southern and Western States, but [illegible] as represented as many as 31 of the States and Territories, and [illegible]

[illegible] are a little uncertain, but are approximately correct.

from 1852 to 1859; J. W. Benson, from 1859 to 1863, and again from 1866 to 1867 (January); G. W. Bayless, from 1863 to 1866, and J. M. Bodine, from 1867 (January) to the present time.

The following are the present regular professors of the institution, with the chair of each: J. M. Bodine, M. D., professor of anatomy and dean of the faculty; W. O. Roberts, M. D., professor of principles and practice of surgery and clinical surgery; J. A. Ouchterlony, A. M., M. D., LL. D., professor of principles and practice of medicine and clinical medicine; H. A. Cottell, M. D., professor of physiology, histology, and clinical diseases of the nervous system; Turner Anderson, M. D., professor of obstetrics and gynecology; William Bailey, A. M., M. D., professor of materia medica, therapeutics, and public hygiene; H. M. Goodman, A. B., M. D., professor of medical chemistry; J. M. Ray, M. D., clinical professor of diseases of the eye, ear, nose, and throat; R. B. Gilbert, M. D., clinical professor of diseases of children and demonstrator of anatomy; I. N. Bloom, A. B., M. D., clinical professor of genito-urinary diseases. The faculty includes, besides these, sixteen lecturers, demonstrators, and assistants of various kinds.

## THE LAW DEPARTMENT.

This department of the university is ordinarily called the Louisville Law School, and was organized, according to the terms of the university charter of February 7, 1846, at the same time that Louisville Medical Institute became the medical department of the university under by-laws adopted by the board of trustees on May 18, 1846. Those who may be mentioned as taking perhaps the leading part in its establishment are Hon. James Guthrie and Judge Henry Pirtle, the latter for a long time being one of its most prominent professors. Mr. Guthrie, who was prominent in local, State, and national politics before and after this time, had been previously connected with the board of managers of Louisville Medical Institute and had taken a great interest in its welfare. He did much to promote the foundation of the larger institution, with all the departments of a university, contemplated by the charter of 1846, which movement, as already noticed, only resulted in the addition of a law school to the former medical school, the two forming the professional departments of a university which as yet has had no others.

The law department of the university was opened in the fall of 1846, and had as its first faculty Henry Pirtle, professor of constitutional law, equity and equity pleadings, and commercial law; Garnett Duncan, professor of the science of law and the law of nations; Preston S. Loughborough, professor of the practice of law, including actions, pleadings, evidence, and criminal law. This faculty, as has been the case with subsequent ones, was composed of able lawyers and jurists, but of these Judge Pirtle, as he was ordinarily called, was perhaps

ıost distinguished and the one destined to be most closely con-
d with the school. He had studied under the noted John Rowan,
ly distinguished as an advocate, a judge, and a United States
tor; had become a circuit judge at the early age of 28, and had
equently held some of the highest judicial positions in the State.

was for twenty-seven years a professor of the law school, and was more
t than any other one man in shaping its destinies. He was a profound law-
articularly in the equity branches, and was to the end of his life an enthu-
: and laborious student in many fields of learning.[1]

ofessor Duncan was one of the leaders of the bar of Kentucky,
was possessed of a deep knowledge of legal science. He only
ined connected with the school for one year, being succeeded in
by Ephraim M. Ewing, who also held an honorable position in
udicial annals of the State.

Professor Loughborough it has been said:

a professor he moved with familiar steps over the department of jurispru-
confided to his teaching, and as a practitioner he may be said to have illu-
the law by his learning and sagacity.[2]

remained identified with the school until just prior to his death
52, when he was succeeded by James Pryor.

e original requirements of the law department of the university
one year's office practice and one year's lectures, or two years'
res. The latter has been the uniform requirement in recent
. There were 30 students in attendance during its first term, of
n 12 received diplomas at the end of the year. The attendance
e second year was considerably larger, and at its end 23 degrees
conferred. The school was uniformly successful up to the
d of the civil war, its graduating class numbering 36 in 1860, and
st as many in 1861. It continued its sessions during the war,
of course its matriculation was very much reduced, the operations
e war covering for some time a considerable part of the territory
which it drew its students. By 1866 its classes had again risen
mewhat of their former size, and its patronage has since continued
rally good, the graduating class it now usually sends out annually
oximating very closely the largest one of antebellum days.

e present course of study is designed for two sessions of seven
hs each. The junior class pursues courses in elementary and
itutional law, mercantile law, law of corporations, law of con-
s, law of pleading, criminal law, and law of torts; while the
r class investigates equity jurisprudence, law of corporations,
of evidence, law of code pleading, and law of real property. The
od of instruction is one in which the use of lectures, of text-
s, and the discussion and dissection of test cases are combined.
whole is illustrated and enforced by a moot court, which meets

[1] Announcement of 1896-97, p. 6.
[2] Announcement of 1897-98, p. 7.

regularly and conforms to all the rules and practices of judicial procedure. The students have free access to the Louisville Law Library, which contains about 10,000 volumes. They can also attend without extra expense the lectures on medical jurisprudence in the medical department of the university. By an act of the State legislature of December 20, 1873, the diploma of the law school is equivalent to a license to practice law in Kentucky.

The matriculates of the school have come mainly from Kentucky and the adjoining States, but its alumni, who up to 1898, inclusive, number 1,034, are to be found in almost every State of the Union. Many of these have reached distinction at the bar and in politics. They include in their number many judges and Congressmen, a nominee for the Vice-Presidency, and at least one governor of a State.

The following is a complete list of the professors of the institution from its foundation: Henry Pirtle, 1846–1873; Garnett Duncan, 1846–47; Preston S. Loughborough, 1846–1852; Ephraim M. Ewing, 1847–1849; William F. Bullock, 1849–1871; James Pryor, 1852–1856; James Speed, 1856–1858 and 1873–1876; John Preston, 1858–59; Horatio F. Simrall, 1859–1862; Peter B. Muir, 1862–1868; Henry J. Stites, 1868–1872; Bland Ballard, 1871–1873; Thomas E. Bramlette, 1872–73; James S. Pirtle, 1873–1881; Horatio W. Bruce, 1873–1880; William Chenault, 1879–1886; Henry C. Pinnell, 1880–81; Rozel Weissinger, 1884–1890; Emmet Field, 1884 to date; W. O. Harris, 1886 to date; Charles B. Seymour, 1890 to date.

For many years prior to 1897, for the greater convenience of its professors, its sessions were conducted in the building known as the Bull Block, on the northeast corner of Fifth and Market streets, but having in that year outgrown those quarters, the session of 1897–98 was held in the home originally designed for it—the law building of the university, on Chestnut street near Ninth street, occupied since 1856 by the city male high school.

The present faculty consists of: Hon. W. O. Harris, LL. B., professor of the law of real property, of criminal law, and law of torts; Hon. Emmet Field, LL. B., professor of pleading, evidence, and law of contracts; Charles B. Seymour, A. M., B. S., professor of equity jurisprudence, of mercantile law, and law of corporations.

As has been said, Judge Henry Pirtle was for a long time a leading spirit in the school. Since 1890 Hon. W. O. Harris has been its efficient dean, or chief executive officer.

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listory of Louisville, by Ben Casseday, Louisville, 1852.
isville, Past and Present, by M. Joblin & Co., Louisville, 1875.
lress by Dr. D. W. Yandell on the Semicentennial of the Medical Department
first Announcement, pp. 21-32.
icles by T. M. Goolknight in the Southern School.
ketch of the law department and its first faculty is to be found
ncements of that department for 1894-95, 1897-98, and 1898-99

## DANVILLE THEOLOGICAL SEMINARY, DANVILLE.

e official title of this institution, according to the plan adopted
s regulation in 1854, is The Danville Theological Seminary,
are of the General Assembly of the Presbyterian Church
d States of America. It was established by that church
pply proper theological training for its ministry, primar
outhwest and West. The Presbyterians of Kentucky earl
lated the establishment of a theological seminary in their
amendment to the charter of Centre College, secured on Jan
24, and placing the institution under their control, made
n for a theological department, with one or more professors.
ve seen in connection with the history of that institution
a department, with one professor, Rev. James K. Burch
hed to it in 1828, but was not long maintained, owing to a
ffficient endowment. However, the $2,000 raised toward
wment at that time was carefully husbanded and afterwards
d a part of the funds offered by the synod of Kentucky
dshment of Danville Theological Seminary, amounting
Subsequent to the abandonment of the theo
Centre, another fund was raised by this synod
It amounted to about $22,000, and was
Centre College fund into what was known as the Sem
legislative act of March 1, 1856, pur
income was for a time used to suppo
Presbyterian Theological Seminary at New A
and controlled by seven of the
the part of these synods, esp
in the West, as the central M
seminary of the first class under
Assembly of the church. This des
these synods, joined
with the session of the
Philadelphia, Pa., in May, 18
Kentucky, Cin
Memphis, Illinois
passed unanimously

lowing resolution, together with some others in regard to the location and other specific matters concerning the proposed institution:

**That we are of the opinion that the General Assembly ought at this time to establish in the West, under its own care, a theological seminary of the first class, and that we will earnestly labor to have it done.**

The matter was duly brought before the assembly,[1] its presentation being accompanied by an overture from the twelve commissioners from Kentucky, proposing, if the assembly should establish such a seminary, to give toward its endowment, wherever it should be located, $20,000, and if it should be located at Danville, Ky., to make their contribution $60,000 and 10 acres of land.

Rev. Robert J. Breckinridge, who had taken a prominent part in the meeting of the representatives of the synods, and also in drawing up the overture from the Kentucky commissioners, presented the latter, with other papers, before the assembly, as chairman of the committee on theological seminaries, in a very forcible way, and was largely instrumental in bringing about the subsequent action. He may thus, more than anyone else perhaps, be called the founder of Danville Theological Seminary, of whose faculty he was also for many years a very prominent member.

The assembly on May 26 voted to establish the desired seminary, on May 27 accepted the proposition of the Kentucky commissioners and located it at Danville, and on May 30 placed it under the immediate control of a board of 54 directors, one-third of whom were to be elected each year. On the same day it declared the institution should be conducted provisionally on the plan of Princeton Seminary, New Jersey, and should be opened on October 13, 1853. On the next day it elected the first faculty of the school, composed as follows: Rev. Robert J. Breckinridge, D. D., LL. D., professor of exegetical, didactic, and polemic theology; Rev. E. P. Humphrey, D. D., professor of Biblical and ecclesiastical history; Rev. B. M. Palmer, D. D., professor of oriental and Biblical literature; Rev. Phineas B. Gurley, D. D., professor of pastoral theology, church government, and construction and delivery of sermons.

A charter was afterwards secured for the institution by a legislative act of January 28, 1854, which placed the management of its finances in the hands of a board of not more than 18 trustees, 9 of whom must be from Kentucky, and whose appointment was vested in the assembly. Its affairs, outside of its finances, still remained under the control of its directors.

Drs. Gurley and Palmer having declined the chairs to which they had been elected, the seminary was opened at the appointed date, with Drs. Breckinridge and Humphrey as professors, assisted by Joseph G. Reasor as instructor in oriental and Biblical literature. An arrange-

[1] Catalogue of 1853–54, p. 14.

had been made on June 30, 1853, between a committee of the
nbly and the trustees of Centre College by which, until the sem
could provide itself with suitable quarters, it was to have the use
e college buildings as far as such use would not interfere with the
r's interests. This is the beginning of a close alliance in spi
management between the two institutions, although there has
r been any organic connection between them. The students
eminary have always had free access to the college classes, and
ibrary of each institution has always been freely accessible to the
essors and students of the other.

e seminary was conducted the first year under the Princeton
but the assembly of 1854 adopted for it a plan drawn up by a
nittee appointed for the purpose the previous year, the essential
iple of which was that the students should not be arranged in
lar classes except in Hebrew, in which there were to be two
according to the stage of advancement, but were to be taught
her, as in other professional schools, every student attending
public exercise of every professor as long as he was connected
the institution. The completion of a certain number of exercises
creditable manner, which usually required three years, qualified
graduation. This plan was used continuously in the seminary
1876.

ere were 23 regular students, from five of the Southern and West
States, in attendance on the seminary during its first year. In
the church in Kentucky had done more than had been pledged
e had subscribed $65,000 toward the funds of the institution
e summer of this year a substantial and commodious [illegible]
purchased for its accommodation. The means to purchase
d as to pay the running expenses of the school for three years
entirely contributed by the synod of Kentucky, as has a
ase with its endowment mainly, which has been given
y to Kentucky and the eastern half of Tennessee. Its
[illegible] amounted to $[illegible], of which amount
[illegible] from Kentucky. In 1855-56 there were 37 students
[illegible] In the after year Rev. Stuart R
D.D., became professor of pastoral theology and church
[illegible] He only remained connected with the
[illegible] resignation Rev. Stephen Y
[illegible] Reese's place as professor of
[illegible] completing the
[illegible] During the next session there
[illegible] thirteen States of the
[illegible]

Y[illegible] the history of the
[illegible] influence on its
[illegible] any other one man on its

Dr. Breckinridge. Rev. Joseph T. Smith was professor of church government and pastoral theology for a part of the year 1860–61, but that chair was not occupied again regularly until 1867. The highest number of students during any year prior to the civil war, in fact any year in the history of the institution, was in 1859–60, when 53 were in attendance. Up to 1859, inclusive, there had been altogether 115 separate students and 43 graduates.

The seminary was in operation all during the war, but its attendance was very much reduced, not only by the disturbed state of affairs generally, but by the disruption which began in the church. The total enrollment of the institution up to September, 1865, had been 372 students, of whom 81 had completed the course. The Synod of Kentucky divided in 1866 between the original church organization and that of the new Southern Presbyterian Church, but the seminary, as well as Centre College, remained under the control of the original assembly, ordinarily called that of the Northern Presbyterian Church. The results of the war practically in large measure isolated the institution, as a large part of the church in its original field went over into the Southern Presbytery, and, moreover, in 1869, by the union of the old school and new school branches of its own church organization, it was brought into competition in the same field with Lane Seminary, at Cincinnati, Ohio. These facts account for its slow process of recuperation and growth since the war.

At the end of that struggle the institution was left in a very crippled condition, with two of its professorships vacant. So, in 1868, as also in 1869, it held only a short summer session, 8 students being in attendance the first of these years and 10 the second.

On December 1, 1869, Dr. Breckinridge, after having taught with great distinction and success in the seminary for about sixteen years, resigned his professorship on account of failing health. He died on December 27, 1871. A member of a celebrated Kentucky family, he had graduated at Union College, New York, in 1819, when 19 years of age. At first he turned his attention to the law, but in 1832 he entered the ministry and was for about thirteen years the brilliant and successful pastor of the Second Presbyterian Church of Baltimore, Md. He was then the president, for two years, of Jefferson College, Washington, Pa., after which he removed to his native State to engage for a short while in pastoral work in Lexington, but mainly to devote his great energy and ability to the cause of education in the service of the State and his church. We have already noticed that he was mainly instrumental in establishing the seminary, and shall see in another connection what a great work he did for the cause of common-school education in Kentucky. His influence was great not only in Kentucky but throughout the country, especially in church and educational circles. He was noted as a preacher, debater, and journalist, as well as a teacher.

er Dr. Breckinridge's resignation in 1869, Dr. Yerkes's chair was that of Biblical literature and exegetical theology, and as senior ssor he became chairman of the faculty, a position he retained bout twenty-seven years, during which time his was the guiding in seminary affairs. In 1870, a full faculty was secured for the ution and a regular session held, which had, however, only ents in attendance. From 1871 to 1874 its sessions were practically ended. One of its professors, however, remained in charge during time to give such instruction as might be requested. During period, in 1873, the plan of management was changed in such a as to bring it into harmony with that adopted in 1869 for the of all the seminaries of the church. Under this arrangement the ution has since been controlled by a body of 30 self-perpetuating tors, one-third of whom are replaced each year, and who have rst instance the management of all the affairs of the seminary eneral assembly reserving to itself only a final residuary control ing able to veto absolutely the election of any director or pro r of the school.

1876, the plan of instruction previously used in the institution changed so as to become similar to that of the other seminaries its students were for the first time divided into three regular es. Soon after this several resignations occurred in its faculty as the number of students had declined to 7 in 1882–83, it was ght best to suspend its sessions for a time. This was done with anction of the General Assembly, and no regular session was held for three years, Dr. Yerkes meanwhile remaining in charge ving such instruction as was desired by a few students.

[illegible], an arrangement was made, by an agreement between its board of directors and the trustees of Centre College, to open the sem again on a broader basis, its management, especially in regard personnel of its faculty, being more closely associated with the college than formerly, a plan which has since been continued [illegible] years. The reorganized faculty which opened [illegible] September, [illegible], was constituted as follows: R [illegible] Yerkes, D. D., Biblical literature and exegetical theology; [illegible] Beattie, D. D., systematic theology; Rev. C. H. E. Mc [illegible] theology; Rev. John L. McKee, homiletics a [illegible] Dr. Beattie was, at that time, the president [illegible] Dr. McKee was vice president, while Dr. Mc [illegible] Presbyterian Church in Danville. A [illegible] the first year of the reopening [illegible] that session in attendance [illegible] since, but [illegible] students in [illegible] However comparatively small [illegible] and polemic theology.

DANVILLE THEOLOGICAL SEMINARY—BRECKINRIDGE HALL.

the attendance has been at any time since the reopening, the amount and quality of the instruction given has not been diminished, a full faculty having been constantly maintained and a regular course offered.

The facilities for instruction have also been kept first-class and the accommodations offered excellent. The library, which was already called extensive and valuable in 1856, has been added to from year to year, by donations and purchases, so as to meet the demands of modern education. It has recently received the addition of the extensive private library of the late Dr. Yerkes, and of a special library of about 1,000 volumes of the best modern works, given by Mr. Anthony Dey, of New York City, and named the David C. Humphrey library. In 1890 the erection of a fine, new building, containing commodious lecture and library rooms, besides a dormitory for students, was begun on a site leased from Centre College, and more eligible than the old one. It was completed in 1893, at a cost of $25,000, and was named Breckinridge Hall, in honor of Dr. Breckinridge, the revered member of the first seminary faculty.

The endowment of the institution, as at first contemplated, has never been completed, no important benefactions having been asked for or received by it in recent years, but its funds contributed originally, as has been seen, largely by Kentucky, have been carefully managed and have accumulated by savings until, in 1896, its entire property, including its library, was valued at about $245,000.

A number of changes have in recent years taken place in the seminary faculty. In 1887 John W. Redd, A. M., of the Centre College faculty, was added to it as professor of Biblical Greek and New Tesment history, and Clarence K. Crawford, A. M., as instructor in Hebrew, thus making provision for a more extended course of study. In 1888 Rev. W. C. Young, D. D., who had that year assumed the presidency of Centre College, became its professor of pastoral theology, a chair to which homiletics was attached in 1891. In 1890 Professor Redd and Dr. Beatty[1] retired from its faculty, and Rev. John M. Worrall, D. D., was elected professor of ecclesiastical history, church government, and English Bible. Upon the resignation of the regular duties of his chair by Dr. McKee in 1891, most of these were assigned to Dr. Young, while at the same time Mr. Crawford was made professor of Hebrew and Biblical antiquities.

On March 28, 1896, the seminary lost by death its senior professor, Dr. Yerkes, so long the honored and capable chairman of its faculty. Dr. Yerkes had graduated at Yale in 1837, when 20 years of age, in the class with Chief Justice Waite, Professor Silliman, Hon. Edwards Pierrepont, Hon. William M. Evarts, and other prominent public men. He had then taught in a Presbyterian high school near Baltimore, Md., until 1852, meanwhile studying theology under Dr. Breck-

[1] Dr. Beatty has since died.

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[1] Dr. Beatty has since died.

ge, and engaging somewhat in the work of the ministry. In he was elected professor of ancient languages in Transylvania ersity at Lexington, Ky., from which position he was called to to a professorship in the seminary, where he remained for nearly v-nine years, accomplishing there the great work of his life as scholarly, able, and faithful, and withal, warmly devoted to ork. He has been characterized as a strong man, an able divine, se counselor, a ripe scholar, and a grand teacher,[1] and was one left a strong impression for good upon all who came under his uction. On September 16 of the year of Dr. Yerkes's death, Dr ng, the distinguished and efficient president of Centre College had been connected with the seminary faculty since 1888, as

Consequently, in September, 1897, two new members were d to the faculty, William H. Johnson, M. A., and J. C. Ely, D. D ng the present teaching body, with their chairs, to consist as ws: John M. Worrall, D. D., Biblical and ecclesiastical history church government; Claude B. H. Martin, D. D., systematic the and study of the English Bible; Clarence K. Crawford, A. M Testament languages and exegesis and Biblical antiquities; W. H. Johnson, M. A., New Testament literature and exegesis. C. Ely, D. D., homiletics. Dr. Worrall, by virtue of his rank as dest regular professor, is chairman of the faculty.

e following is a list of all the professors of the seminary from its dation, with their chairs and terms of service: Robert J. Breckge, exegetical, didactic, and polemic theology, May, 1853, to mber, 1869; Edward P. Humphrey, Biblical and ecclesiastical ry, May, 1853, to May, 1869; Joseph G. Reasor, instructor, Bib and oriental literature, September, 1853, to May, 1857; Stan nson, church government and pastoral theology, September to April, 1855; Stephen Yerkes, Biblical and oriental literature [illegible] to November [illegible], Biblical literature and exegesis [illegible] November [illegible], to March, 1869; Joseph T. Smith, church [illegible] and pastoral theology, May, 1866, to December, 1 [illegible] W. [illegible] church government and pastoral theology, May to N[illegible] Nathaniel West, Biblical and ecclesiastical [illegible] June, [illegible] didactic and polemic theology [illegible] George D. Archibald, church government [illegible] June, 1867, to September, 1872, church g [illegible] June, 1874, to May, 1883; Samuel [illegible] ecclesiastical history, June, 1870, to Sept [illegible] N. [illegible] and polemic theology, June, 1870 [illegible] Hugh [illegible] ecclesiastical history, June [illegible] Jonathan Edwards, systematic theology, Sep

[illegible]

[illegible] the former title of didactic and

tember, 1877, to May, 1880; Ormond Beatty, church history, September, 1886, to May, 1890; Claude B. H. Martin, systematic theology, September, 1886 to date; John L. McKee, homiletics and pastoral theology, September, 1886, to May, 1891; John W. Redd, Biblical Greek and New Testament history, September, 1887, to May, 1890; Clarence K. Crawford, tutor in Hebrew, September, 1887, to May, 1891, professor of Old Testament languages and Biblical antiquities, May, 1891 to date; William C. Young, pastoral theology, September, 1888, to May, 1891, homiletics and pastoral theology, May, 1891, to September, 1896; John M. Worrall, Biblical and ecclesiastical history and church government, September, 1890 to date; William H. Johnson, New Testament literature and exegesis, September, 1897 to date; John C. Ely, homiletics, September, 1897 to date.

The course of instruction in the seminary embraces all the departments of a modern theological education, and is strictly professional in character, being directed to the one end of properly preparing students for the ministry. The methods of instruction, besides regular class-room exercises, embrace various practical exercises and conferences in different departments. Only those are admitted to the courses that have received a regular college education, or at least so much thereof as will enable them to pursue with profit the courses taken. The work of the institution is so coordinated with that of Centre College as to offer excellent advantages to those who wish to take special courses in the latter, to all of which the admission is gratuitous.

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Considerable information was also obtained from catalogues, especially those of 1853-54, 1874-75, and 1886-87.

## SOUTHERN BAPTIST THEOLOGICAL SEMINARY, LOUISVILLE.

From the very organization of the Southern Baptist Convention in 1845, persistent efforts were put forth by some of the prominent members of the denomination to establish a general theological seminary which should furnish a professional education to the ministry of the church of wider scope and better adapted to the special needs of individuals than could be offered in the theological departments of the various church colleges, whose endowments were meager and

e instruction was necessarily limited in character. Even at the meeting of the convention, held at Atlanta, Ga., in May, 1845, ecial conference looking toward this object was held by those cularly interested, and similar discussions were held from time me at various other denominational gatherings. Among those cularly active in urging on the enterprise at the different church ings in which they took part may be mentioned: R. C. B. Howell; L. Waller; Basil Manly, sr.; William B. Johnson; J. L. Bur- ; J. B. Jeter; J. B. Taylor; A. M. Poindexter; G. W. Samson; . M. Williams; J. O. B. Dargan; R. Furman; Basil Manly, jr.; De Votie; J. M. Pendleton; and S. L. Helm.

the meeting of the general convention in Charleston, S. C., in a large committee, with A. M. Poindexter as chairman, was, after eration, appointed with the object of getting the church colleges vor and assist the general seminary idea, but these were found o be prepared to unite in the enterprise at that time and so its ds were for a time discouraged, and by mutual consent agitation behalf was temporarily discontinued. At length, in June, 1854, General Association of Virginia, meeting in Richmond, proposed ivention of the friends of theological education, to be held at gomery, Ala., on May 11, 1853, in conjunction with the general ention of the church. The proposition was favorably received he Montgomery convention was a decided success, being espe- noteworthy from the fact that James P. Boyce and John A. dus, men afterwards so potent in shaping the destinies of the sed seminary, here became prominently identified with the ment for its establishment.

Montgomery it was decided to call another educational conven- to meet at Augusta, Ga., in May, 1856, to discuss the question in s bearings. Numerous delegates were present at Augusta, but lifficulties in the way of accomplishing the proposed object ed so great that nothing further was done than to solicit bids for ocation of the seminary, should it be established, after which hole matter was referred to another convention, to assemble in sville, Ky., in May, 1857. At this time the Baptists of South lina, who, under Dr. Boyce's leadership, had then become thor- ly committed to the plan of having a general seminary rather than ered colleges and theological schools, proposed to give $100,000 ts establishment at Greenville, in their State, provided a like nt should be raised by the church in the other Southern States. proposition was, after a full discussion, accepted by the Louis- convention and steps taken to raise the needed funds and open nstitution in the autumn of the following year. A committee ppointed to draw up a plan for its organization, which was to be ed by a fourth educational convention to meet in Greenville in 1858. Dr. Boyce reported to the Greenville convention that he

SOUTHERN BAPTIST THEOLOGICAL SEMINARY—NEW YORK HALL.

had raised in cash and good pledges the whole of the amount promised by South Carolina, and that body, after adopting a plan for the seminary, elected its first corps of professors and arranged to inaugurate the institution on October 1, following.

The plan to be used for the seminary had already been outlined in an inaugural address delivered by Dr. Boyce in June, 1856, while a professor in the theological department of Furman University. The instruction given was to be based on a certain declaration of fundamental doctrine to which all professors were to be required to subscribe and conform their teaching, but which was not to be imposed by the seminary in any authoritative way upon its students. While instruction was to be offered of the widest scope and highest grade, such as should suit those prepared for advanced work in the original languages of the Scriptures, others of less scholarly acquirements were to be welcomed for shorter or longer times to courses designed to better prepare them for the successful performance of the active work of the ministry. To this end the usual range of studies was divided into a number of "schools," which might be taken by students according to their ability and desires, and different combinations of which, when properly completed, would lead to various degrees in the different departments. This original plan has since been substantially maintained, its development leading naturally to the present English, eclectic, and full graduate courses. The control of the seminary was placed by the Greenville convention in the hands of the Church Board of Education Society, where it remained until 1866, when it was by general consent placed under the management of the general convention of the church.[1]

The first faculty selected for the institution was composed of Rev. James P. Boyce, D. D.; Rev. John A. Broadus, D. D.; Rev. Basil Manly, jr., D. D.; and Rev. E. T. Winkler, D. D.; but two of these, Drs. Broadus and Winkler, declined their appointments at first, and so the seminary was not opened as expected in 1858. Dr. Broadus, however, was led later to reconsider his declination, and Dr. William Williams having been elected in the place of Dr. Winkler, the seminary was opened on the first Monday in October, 1859, with a faculty of four professors, of which Dr. Boyce was chairman.

The aim of the institution has always been to retain an able faculty rather than have expensive buildings, when it could not afford both, so its original equipment in the way of buildings, and indeed all it had in the way of general accommodations while in Greenville was

[1] This body elects the board of trustees, which is composed of one member from each State contributing as much as $5,000 to the seminary funds, and one member for each additional $5,000 contributed up to eleven members. There are at present 5 trustees from Maryland, 5 from Virginia, 11 from Georgia, 4 from North Carolina, 3 from Alabama, 2 from Texas, 11 from Kentucky, 11 from South Carolina, 3 from Missouri, 2 from Mississippi, and 2 from Tennessee.

ed church, previously unoccupied, in which by inexpensive par-
s two lecture rooms and a library room were provided. Its stu-
at first boarded in private families. Its library was from the
ning an excellent one, as the large and well-selected collection
theological department of Furman University had been trans-
l to the seminary.

ere were 26 students, representing six States, in attendance upon
rst session, and 36 from a wider territory the second session.
is claimed[1] to be a larger beginning than any other theological
ary in America had hitherto had in the same time. By the end of
econd year the second $100,000 of the endowment, pledged by the
s outside of South Carolina, had been secured in money and good
riptions, and the outlook for the institution was exceedingly
t. When the civil war came on the attendance was reduced to
e third year, several of the students having joined the army
e the end of that session, so the seminary was suspended from
, 1862, to the autumn of 1865, the professors meanwhile main-
ng their nominal connection with the institution while engaged
rious other church enterprises.

e prospects of the seminary in 1865 were indeed gloomy, as prac-
y all its paid-in endowment had been lost by the war and such
ges to its funds as remained unpaid were now practically worth-
on account of the poverty of those who had given them. The
pects for future contributions, even for current support, were
very poor amid the general desolation wrought by the war and
ocial changes produced by it. But under the leadership of
Boyce, who himself contributed $1,000 toward the expenses of its
session, the faculty and friends of the institution persevered,
it was reopened on October 2, 1865, with a full faculty, and,
ugh only 7 students were in attendance during the year, a regu-
ourse in all departments was maintained as far as desired by any
e students. Dr. Boyce was able from year to year, by diligent
persistent efforts through correspondence and personal applica-
to meet the needs of the institution, always drawing freely upon
wn private means in order to do so, and thus it managed to live,
he number of its students gradually increased, numbering as
as 46 in 1868–69 and 61 in 1869–70, its faculty having been
gthened at the beginning of this last year by the addition of
C. H. Toy, D. D., LL. D., as professor of Old Testament inter-
tion. No permanent endowment was, however, being secured,
o even the permanency of the seminary was endangered, pre-
usly maintained as it was by annual contributions, and future
th and expansion to any extent seemed, under the conditions,
ely impossible.

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[1] First Thirty Years, p. 11.

SOUTHERN BAPTIST THEOLOGICAL SEMINARY—NORTON HALL.

As a sufficient endowment, which experience had shown must be largely local, could not be hoped for from the denomination in South Carolina on account of the great losses they had suffered by the war and the pressing need of other church enterprises located in their midst, the question of the location of the institution was reopened at the general convention in St. Louis, Mo., in 1871, when the Baptists of Kentucky proposed that, if it should be removed to Louisville, they would pledge $300,000 toward its endowment, provided the other Southern States would contribute $200,000 more. This proposition was accepted by the denomination in August, 1872, and was formally ratified by the general convention at Mobile, Ala., on May 10, 1873.

The removal was not carried out until 1877, the interval being spent in raising the proposed endowment, to which work Dr. Boyce devoted himself, having removed to Louisville in 1872 for that purpose. Nearly the whole of this endowment had been secured in real estate, stocks, and individual pledges when the financial panic of 1873 made much of this unavailable, and it seemed in 1874 that the proposed plan would after all fail, but it was saved by the prompt subscription by some of its friends of $90,000, to be paid in five annual installments. Meanwhile the sessions of the seminary had continued at Greenville and had had an average attendance of something over 60 students, there being 68 present in 1876–77. Dr. Broadus had become acting chairman of its faculty upon Dr. Boyce's removal to Louisville, at which time Rev. W. H. Whitsitt, D. D., its present president, became its professor of ecclesiastical history and Biblical introduction, Dr. Williams being transferred to Dr. Boyce's chair of systematic theology. Dr. Manly had resigned his chair in 1871 to accept the presidency of Georgetown College, Ky., and from 1875 to 1877 Rev. A. J. A. Jaeger was an assistant professor in the seminary. On March 20, 1877, the institution was deprived by death of the services of Dr. Williams, who is described as "a warm friend, a fervid and vigorous preacher, a teacher of singular clearness and attractiveness, a Christian of deep and simple piety."[1]

The seminary was first opened in Louisville on September 1, 1877, when its faculty was constituted as follows: Rev. James P. Boyce, D. D., LL. D., professor of ecclesiastical history, church government, and pastoral duties; Rev. John A. Broadus, D. D., LL. D., professor of New Testament interpretation and the preparation and delivery of sermons; Rev. Crawford H. Toy, D. D., LL. D., professor of Old Testament interpretation; Rev. William H. Whitsitt, D. D., professor of Biblical introduction and polemic theology.

In 1879 Professor Toy resigned to accept the chair of Semitic languages in Harvard University and Dr. Manly returned to his old chair in the seminary, which he retained until his death. Eighty-nine students were in attendance upon the first session of the institution at

[1] First Thirty Years, p. 36.

ew location, and an average of more than 90 were present during ext three years. Its numbers soon increased so as to make it argest Baptist theological seminary in existence, and it became ssary to enlarge its faculty, as was done in 1881, by the addition eorge W. Riggan, D. D., who at that time was made an instructor ebrew, Greek, and homiletics. He became an assistant professor 83. Meanwhile the institution had again experienced financial ulties, from which it was again happily relieved. In the latter of 1879, little of the prospective endowment having been paid e seminary was about to become embarrassed financially, when, ebruary 11, 1880, it received from Governor Joseph E. Brown, of gia, the unexpected gift of $50,000[1] to endow a professorship movement to increase the endowment was joined in by various ds of the institution in Louisville, New York City, and elsewhere ch an extent that its permanency was soon assured.

e same policy in regard to buildings was pursued by the seminary ouisville as in Greenville. Until its building funds were supplied cupied temporary quarters for a time in the public library build- n Fourth near Walnut street, which it used for lecture rooms ibrary purposes, while the Waverly Hotel, on Walnut street near , was rented as a dormitory for students. In 1885 eligible and spa- grounds on Broadway between Fourth and Fifth streets were hased by Louisville friends as a proposed site for the early con- tion of suitable buildings, and in the following year very liberal ibutions were made by Mr. John D. Rockefeller and other gener- friends in New York City and vicinity for the erection of the seminary building. This was completed in 1887, at a cost of , an amount about equal to the cost of the seminary grounds, was called, in honor of the home of its donors, New York Hall. It ne large 4-story building, located on Fifth street near Broadway, was intended primarily as a dormitory for students. It was also for e furnished with lecture-room and library accommodations. In a separate and beautiful library building was erected at a cost ,000. It was given by Mrs. J. Lawrence Smith, of Louisville, memorial of four of her deceased nephews and nieces. In 18 on Hall, the imposing structure at present used by the seminary dministrative and lecture-room purposes, was built by the Nor- amily, of Louisville, at a cost of $ ,000. In 1897 the seminary supplied with a handsome new gymnasium through the liberality on Joshua Levering, of Baltimore, Md., by whom it was built equipped with modern apparatus at a cost of $10,000, thus com g a material equipment for the institution surpassed by few of its kind in the country.

[1] [illegible] apart [illegible] chair of systematic theology which has since been the Joseph Emerson Brown chair.

Considerable additions to its supporting endowment have also been made in recent years, among these[1] being the gift in 1893 of $70,000 by Mrs. Minnie Caldwell (née Norton). The value of the entire seminary property and funds was estimated in 1896 at about $870,000, and is probably now approximately $900,000. The direct means of instruction have in like manner been kept up to modern demands. The library, which already had a good foundation, has been added to from time to time by the purchase of standard works, and has received valuable donations and bequests from the library of Columbian University, Washington, D. C.; from Prof. W. E. Bailey, of South Carolina; Rev. Dr. B. Manly, sr.; Rev. Franklin Wilson; Rev. T. W. Tobey, and others, besides a large donation from Dr. Boyce and one from the library of Dr. Basil Manly, jr.; so that it now numbers over 20,000 volumes.

The number of students attending the seminary in recent years has, however, kept pace somewhat with its enlarged accommodations and improved facilities. In 1882–83 its matriculation was 120, and since then there has been an almost uniform increase until the high-water mark was reached in 1895–96, when 318 students were enrolled. It is believed that it then became the largest theological seminary of any denomination in the whole country. In 1897–98, 301 students were present, who represented 31 States and 1 Territory of this country and three other countries; 676 students were enrolled altogether in Greenville, and 3,621 have been enrolled since the removal to Louisville, making a total registration up to 1898, inclusive, of 4,297, of which about 1,800 names are counted twice. Of the Louisville registration 2,433 names have been enrolled since 1888—a fact which shows the rapid growth of the institution in recent years. A considerable portion of the students who have attended the seminary have graduated in one of its courses. Its present faculty is composed largely of its own graduates.

Its increase in matriculation in recent years has been so nearly commensurate with the enlargement of its funds that, although the latter has been quite large, the income derived from it has only been lately somewhat equal to the additional demands made upon it, thus making the income of the institution meet its expenses. Indeed, for one purpose—to secure the funds needed to assist deserving students who are unable to fully meet their own expenses—it has been found necessary that annual contributions should still be solicited; at least the principal part of the means the seminary now has for this special object consists of the income derived from $15,000 bequeathed by D. A. Chenault in July, 1885, and $10,000 bequeathed by W. F. Norton in October, 1886.

A number of changes have taken place in the seminary faculty in recent years. Assistant Professor Riggan died on April 18, 1885, and

[1] A lectureship foundation of $5,000 was also given in 1894 by Rev. William D. Gay, of Montgomery, Ala.

ceeded in the latter part of that year by J. R. Sampey, D. D., st as instructor, but after two years as assistant professor. R. Kerfoot, D. D., was elected co-professor of systematic theo- 87, and full professor of systematic theology, pastoral duties, a h government in 1889. A. T. Robertson, A. M., was made a ctor of Greek and homiletics in 1888 and an assistant professor 90.

e office of president of the seminary was created in May, 1857 s very appropriate that Dr. Boyce, who had so long been the man of its faculty, should be the first incumbent of the new , the duties of which he was, however, not long to discharge. as as removed by death on December 28, 1888. He had been co d with the institution for more than thirty years, counting from ncipiency of the movement for its establishment, and had devoted s interests untiring exertions and made great sacrifices in its lf. He had graduated at Brown University in 1847, when ut 20 years of age. After having engaged in religious journal sm something over a year, he studied theology at Princeton, N. J., wo years, and then entered the work of the pastorate until 1855, he accepted a call to the chair of theology in Furman University, reenville, S. C. While holding this professorship he became mently connected with those laboring to found a general seminary e church, his efforts in behalf of which, both before and after its ishment, we have already in a general way largely recounted. He been called "a strong, honest, Godly man, an elevated and genu [illegible] and his work in behalf of the [illegible] as follows: Dr. Boyce was chairman [illegible] board, general financial agent, and has [illegible] from its inception until the [illegible]

[illegible] Dr. Boyce became chairman of the [illegible] for five years a [illegible] president of the [illegible] honor to himself [illegible] He had taken [illegible] assistant [illegible] had been engage [illegible] seminary faculty [illegible] placed so [illegible]

SOUTHERN BAPTIST THEOLOGICAL SEMINARY—LIBRARY BUILDING.

Southwest corner Fifth and Broadway.

Georgetown College, had returned to the seminary in 1879, had died in office about three years before Dr. Broadus, on January 31, 1892. He was a tireless worker and fine teacher. It is through his efforts, combined with those of Dr. Broadus, that the funds of the seminary to aid needy students were for many years raised.

The course of instruction, while, as has been said, in the main following the original plan, has lately been considerably enlarged. A chair of ecclesiology was added to the regular course in 1896, as has also been a lecture course on the history of missions. The school of Latin theology has been replaced by a school of special theology taught in English, and many special courses for graduate students have also been established. The regular course of instruction is divided into the nine schools of biblical introduction, Old Testament interpretation, New Testament interpretation, systematic theology, polemic theology, homiletics and elocution, church history, ecclesiology, and pastoral duties. Each of these schools is entirely independent of the others, and is, with the exception of Hebrew and Greek, completed in one year. Combinations of the different schools lead to the degrees of English graduate, eclectic graduate, and full graduate. It requires three years for a student with a degree from a good college to complete the full course. A graduate course leading to the degree of doctor in theology is open to full graduates.

We have already mentioned the addition to the seminary faculty of Dr. Kerfoot and Professor Robertson, whose elections were due partly to the illness and subsequent death of Dr. Boyce and partly to furnish additional teaching facilities to the institution. Other changes have since been made, owing to Dr. Broadus's death and the enlarged matriculation. In May, 1893, E. C. Dargan, D. D., became co-professor of homiletics, church government, and Latin theology; in May, 1894, W. J. McGlothlin, A. M., instructor of Old Testament interpretation; in October, 1895, H. H. Harris, D. D., LL. D., professor of Biblical introduction and polemical theology; and in May, 1896, W. O. Carver, instructor in New Testament interpretation and homiletics. Professor Harris died in office on February 4, 1897.

In May, 1895, soon after Dr. Broadus's death, Dr. Whitsitt was elected as his successor in the presidency of the seminary. Dr. Whitsitt graduated at Union University, Tennessee, in 1861, and later studied one year in the University of Virginia. He then spent two years in the seminary at Greenville, after which he studied in Germany for two years, and then, after a short pastorate, became, as we have seen, a professor in the seminary in 1872. Under his administration the former prosperity of the institution has continued, and he has had the satisfaction of seeing it become the largest seminary in his church.[1] On July 14, 1898, he offered his resignation as president

[1] Dr. Whitsitt also has quite a reputation as a writer as well as teacher and administrative officer.

e board of trustees. No definite arrangements have yet been
in regard to his successor.

e present faculty of the institution, with the changes in their chairs
h have recently taken place, are as follows: William H. Whitsitt,
., LL. D., president and professor of ecclesiastical history and
nic theology; Franklin H. Kerfoot, D. D., LL. D., professor of
ral duties and Joseph Emerson Brown professor of systematic
ogy; John R. Sampey, D. D., professor of interpretation of the
Testament; Archibald T. Robertson, D. D., professor of inter-
tion of the New Testament; Edwin C. Dargan, D. D., professor
miletics and ecclesiology; William J. McGlothlin, A. M., D. D.,
ssor of Biblical introduction and assistant professor of Old Testa-
interpretation; William O. Carver, Th. D., assistant instructor
ew Testament interpretation and homiletics.

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LOUISVILLE MEDICAL COLLEGE, LOUISVILLE.

e foundation of Louisville Medical College is due to the con-
on on the part of its promoters that the great popularity of Louis-
as a medical center justified the establishment of a new, modern,
independent college. A previous attempt in the same line had
ted in the incorporation of the Clay School of Medicine, the place
hich was taken by Louisville Medical College, its charter being
aled at the same time that of the latter was granted.

ose mainly instrumental in the founding of the new school were
men who composed the major portion of its initial faculty, viz:
Henry M. Bullitt, Henry Miller, John Goodman, J. M. Holloway,
Ireland, John A. Ouchterlony, and E. S. Gaillard, whose aim was
tablish an institution which should be first-class in all its appoint-
s and should have a first-class teaching force.

organization of the faculty had taken place shortly before the
ication for a charter, which was obtained from the State legisla-
by an act approved January 26, 1869. This charter places the
nary control of the school in the hands of 8 self-perpetuating
ees, who have a general supervision over its property and faculty.
culty has a large share in its management, as they elect to pro-
rships which only have to be confirmed by the trustees, and are
etual unless severed by resignation, ejection, or death. The
ees are authorized to hold property for the benefit of the school
e amount of $100,000, and can also, by an amendment to the
ter secured March 22, 1873, which has, however, never been taken

advantage of, bond its property, if necessary, to the amount of $25,000. The institution is empowered to confer the usual degrees in medicine, dentistry, and collateral sciences.

The original faculty was composed of the founders mentioned above, supplemented by two other physicians,[1] most of whom have either previously or subsequently been connected with the faculties of some of the other medical colleges of Louisville. Dr. Bullitt was made dean of the new school, which was first opened in September, 1869, in the old law building, on the southwest corner of Fifth and Green streets. The success of the institution was pronounced from the start and its classes soon grew to be quite large. It had 225 students and 51 graduates in 1872–73, and up to that year, inclusive, had had 350 graduates. By 1875–76 its classes were the largest south or west of Philadelphia. Its students came mainly from the South and Southwest, but quite a number of them came from north of the Ohio River.

By 1877 its classes had outgrown their first quarters, and space was secured for it in the autumn of that year in Odd Fellows' Hall, on First and Jefferson streets. Enlarged accommodations were soon again demanded, and in the summer of 1883 a large building on Third street was leased and fitted up for the institution. As the years went by this building was also found to be inadequate, and the faculty determined to erect one which would properly accommodate their ever-increasing classes, a resolution which resulted in the construction of the present fine building, on the corner of First and Chestnut streets, which is one of the handsomest and most commodious of its kind in the country and one of which the institution has a right to be proud It is pleasing in its architecture and splendid in its equipment, containing "every element necessary to give the student of medicine all the facilities which the ideas of the present day deem essential to thorough teaching."[2]

The following description, taken in substance from a recent announcement of the school, will give some idea of its accommodations: It is 184 feet long and 87 feet wide and four stories in height, with a basement under the entire structure. The first floor contains the faculty rooms, reception room, chemical laboratory, library, and janitor's rooms. On the second floor will be found the museum, main amphitheater, chemical room, clinical room, and professors' room. The amphitheater is 55 by 75 feet and extends up through two stories. It will comfortably seat 600 students and is perfect in its acoustic properties. On the third floor are rooms for demonstrating histology, microscopy, and bacteriology. The fourth floor contains the dissecting room, 55 by 75 feet, floored with tiling and furnished with hardwood tables and marble lavatories. It is perfectly ventilated and

[1] These physicians were Drs. Birch and Logan, whose first names the writer has been unable to ascertain.

[2] Announcement of 1892–93, p. 5.

ly flushed with water, so as to be well-nigh odorless. The dis-
ıry building is located at the north end of the main building and
ınected with it by a corridor. It is two stories high and contains
cious clinical amphitheater, waiting rooms, etherizing room, drug
, special operating room, recovery room, and reading room for
ents. The new building was occupied by the college in Septem-
1893, the session of 1892–93 having been spent in the building of
Kentucky School of Medicine on Sixth street.

e institution had previously been progressive in its methods of
uction and in its equipment. While located on Third street, just
to 1889, it had erected a dispensary and had added a gymnasium
outfit. It was also one of the first, if not the first, of the med-
colleges in the South to use the method of having each dissection
ically demonstrated before the class prior to its being under-
ı by the students, as it was also to add an infirmary annex, mak-
t possible to perform major operations under perfect asepsis in
presence of the entire class. The equipment of the institution
des, besides a large, regular chemical laboratory, special labora-
s in histology, in pathology, and bacteriology, and in operative
ery.

original course required for graduation had been the one usually
gue at the time of its establishment—two years of lectures, with
ear's previous office study. This was maintained up to the ses-
of 1892–93, when the college entered the Southern Association of
cal Colleges, and with the opening of the next session in 1893
ted, in accordance with the requirements of that organization, a
years' course of study for all students then entering for a new
e. In 1895 it joined the Association of American Medical Col-
, and in its next session required all students beginning their first
e of medicine to take a four years' course before graduation.
association's preliminary matriculation requirements are also en-
d. The institution has thus brought its graduation requirements
those of the best and foremost medical colleges of the country.

e method of instruction is one in which lectures, clinics, recita-
, quizzes, and practical demonstrations are all combined. The
ving are the departments of the course as at present offered:
ciples and practice of medicine, anatomy, practical anatomy, physi-
, materia medica and therapeutics, obstetrics, gynæcology and
minal surgery, surgery, clinical surgery, chemistry, diseases of
ye, ear, nose, and throat, diseases of the nervous system, genito-
ary diseases, diseases of children, diseases of the rectum, physical
nosis, hygiene, and medical jurisprudence.

in all the other medical colleges of the country, the matricula-
of Louisville Medical College has been somewhat reduced of late,
g to the advanced standard of entrance and the length and time
sary for graduation, but its attendance has been comparatively

LOUISVILLE MEDICAL COLLEGE.

well sustained. Its combined classes in recent years have at times numbered more than 300 students, who have frequently represented as many as 25 States and Territories of the Union, besides several foreign countries. It is estimated that about 7,000 students altogether have attended the school since its foundation, which would make a yearly average of about 240. The graduating class has numbered as many as 191 (in 1893–94), and the total number of graduates, up to 1898 inclusive, is 1,974, a yearly average of about 68. The graduates are distributed in every State of the United States, especially in the South and West, and particularly in Texas, Indiana, Kentucky, Illinois, and Ohio. Recently a larger number have been residents of the North, Northwest, and East.

Much of the prosperity of the college has been due to its efficient deans who, with their terms of office, have been as follows: Dr. Henry Bullitt, 1869–70; Dr. E. S. Gaillard, 1870–79; Dr. J. A. Ireland, 1879–1895; Dr. C. W. Kelly, since 1895. Dr. Ireland was an emeritus professor in the institution until the present year, and was the last of its original faculty to be connected with it. Its present faculty is composed mainly of comparatively young men who are, however, well to the front in their profession.

The professors and their chairs are as follows: C. W. Kelly, M. D., C. M., professor of descriptive and surgical anatomy and clinical medicine, dean; Geo. M. Warner, M. D., professor of materia medica, therapeutics, and diseases of children; A. Morgan Cartledge, M. D., professor of gynecology and abdominal surgery; H. B. Ritter, M. D., professor of obstetrics and hygiene; Wm. Cheatham, M. D., professor of ophthalmology, otology, and laryngology; John G. Cecil, B. S., M. D., professor of principles and practice of medicine, clinical medicine, and neurology; Wm. C. Dugan, M. D., professor of surgery and clinical surgery; Fouchee Warren Samuel, A. M., M. D., professor of principles and practice of surgery and operative surgery; Adolph O. Pfingst, M. D., professor of physiology and histology; Harris Kelly, B. A., M. D., professor of chemistry and toxicology; August Schachner, M. D., associate professor of anatomy, demonstrator of anatomy.

There are besides 14 lecturers, directors, and instructors, who serve as assistants to the faculty proper in the various departments.

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The material for this sketch has been obtained almost entirely through correspondence with Dr. George M. Warner, secretary of the faculty, and from catalogues and other sources of general information. A few facts have been secured from Collins's History; Williams's Ohio Falls Cities; and Louisville, past and present.

## LOUISVILLE COLLEGE OF PHARMACY, LOUISVILLE.

ie preliminary meeting looking toward the organization of the sville College of Pharmacy was held in the office of J. B. Wilder ., at Sixth and Main streets, in Louisville, on July 25, 1870, when 'easibility of establishing such an institution, "to supply a want had long been felt in the Southwest,"[1] was fully discussed. This ing was attended by leading pharmacists of Louisville, Ky., and of ersonville and New Albany, Ind., among whom may be mentioned specially active in furthering the proposed enterprise Dr. C. Lewis l, George A. Newman, Thomas E. Jenkins, Dr. Emil Scheffer, . Kastenbine, S. F. Dawes, F. C. Miller, R. J. Snyder, Edward ler, and R. A. Robinson.

s a result of the previous discussion a corporation known as The sville College of Pharmacy was instituted on August 16, 1870, its board of directors being composed of Thomas E. Jenkins, B. F mer, George A. Newman, S. F. Dawes, John Colgan, Louis Eich- , Dr. C. Lewis Diehl, George A. Cary, J. A. McAfee, Dan B le, Ferd. J. Pfingst, and Fred. C. Miller. Of this board Dr. C is Diehl was elected president and F. C. Miller and Louis Eich- secretaries. Dr. Emil Scheffer was made chairman of one of mportant committees. Dr. Scheffer had already a national repu- n as a pharmacist, as had also Dr. Diehl, the latter being one of editors of the Pharmacopœia, the standard for compounding drugs ie United States.

charter for the institution was later secured from the legislature ie State. It bears the date of February 10, 1873, and by its terms college is empowered to confer the degree of graduate in phar- y, while its management is placed in the hands of a board of 12 ctors, one third of whom are to be elected each year by the mem of the corporation. All its funds in excess of its expenses are to go to its further improvement and enlargement, and are not to vided among its members, as it was not intended to be a sourc- ofit to anyone but its students. According to this charter the ol is also made, in a certain sense, a self-supporting State insti- ns: for any cause it should cease to exist, all of its property, personal and real, is to go to the public school fund of Kentucky

[illegible] the opening of the proposed college in a modest way [illegible] subscription from the members of the corporation [illegible] to illustrate its lectures being at first either [illegible] by the professors or borrowed from the Louisville Fema [illegible] Its first lecture rooms were in the Preston Pope Build [illegible] between Walnut and Guthrie streets, where its [illegible] on November 13, 1871. Its first faculty was

[1] First announcement p. 4

constituted as follows: Thomas E. Jenkins, M. D., professor of materia medica; L. D. Kastenbine, M. D., professor of chemistry; C. Lewis Diehl, professor of theory and practice of pharmacy.

The opening had been delayed about one month longer than the date that had been arranged for, and consequently the first session lasted about one month longer than usual, ending in the first week in April. Attendance upon two such sessions, together with four years' apprenticeship, was made a requirement for graduation.

In 1872 Dr. Jenkins resigned his chair, which was then denominated the chair of materia medica and botany, and it was filled by the appointment of Emil Scheffer, Ph. G. Dr. Scheffer held the chair until 1881, when he resigned, and Edward Goebel, Ph. G., was elected as his successor, Dr. Scheffer becoming an emeritus professor. Upon the death of Professor Goebel, in 1889, the chair of botany was separated from that of materia medica and Oscar C. Dilly, Ph. G., elected to the latter, while Otto E. Mueller, who had already been teacher of botany for at least a session previous, was selected to fill the former. Professor Diehl held the chair of pharmacy until 1882, when he retired on account of poor health, and B. Buckel, Ph. G., M. D., was chosen to fill the vacancy.

Meanwhile the institution had continued to prosper. Early in its history, through the liberality of the druggists of Louisville and the neighboring cities, it was furnished with apparatus and specimens sufficient to abundantly illustrate its lectures. In 1873 it sent out its first graduating class of 6 members, and in 1875–76 its means had so far enlarged that complete practical laboratories in chemistry and pharmacy were instituted. It soon outgrew its original quarters, and in 1878 moved to a larger and better adapted building on Green near Second street. In 1880–81 it had a class of 45 students, and at the end of that session had graduated 55 young men. In 1888–89 its 70 matriculates represented 8 States and 1 Territory, mainly in the South and West, and its graduating class of that year contained 17 members. Up to 1888, inclusive, it had had 129 graduates from 11 different States.

In 1889 the college removed to its present excellent building, on the corner of First and Chestnut streets, which had been purchased for the institution, and in which chemical and pharmaceutical laboratories, equal to any in the country, were established. Its faculty was then composed of veteran teachers of recognized ability. In 1890 women were admitted to all the privileges of the school upon the same terms as men, and the equivalent of a grammar-school certificate from a public school was made a necessary prerequisite to matriculation. In 1891 the faculty was enlarged by the appointment of the following assistant professors: Edward R. Constantine, of chemistry; H. Otto Haeusgen, of pharmacy; Burr Overton, of materia medica; and Louis Rominger, of botany.

ıtil August, 1894, both first and second year students had attended ıame lectures, but at that time the course was rearranged and the ents—except in botany, which was kept as before—divided into ɔr and senior classes. The junior instruction was placed in the ge of the junior professors, who, under the new management, H. Otto Haeusgen, in chemistry; Gordon L. Curry, in pharmacy, William G. Zubrod, in materia medica. A new microscopical ratory was then completed and the chair of microscopy created assigned to Professor Rominger. At the same time Prof. C. is Diehl, who is one of the most gifted pharmacists and expert ners in America, having recovered his health, returned to his old ion as professor of pharmacy, in place of Dr. Buckel. The office ean of the college was also created, and was filled by the election Professor Curry, who has since efficiently discharged its duties. 895 a summer course in botany was established, which has since maintained. In 1897 H. H. Koehler, M. D., succeeded Professor inger as professor of microscopy.

ıe average matriculation of the college in recent years has been ıt 60 annually, and its students have frequently represented as y as 9 States. The average number of graduates of late has been ıt 18 each year. The institution has altogether, up to 1898, inclu- 335 alumni, who have come from as many as 18 States, principally ıe South and West, but more largely from Kentucky and Indiana any others. The college points with pride to its alumni as an ence of the high character of its faculty and curriculum. Profess- Dilly, Mueller, Haeusgen, Zubrod, and Curry of its present fac- are graduates of the institution. Whatever it has been able to mplish has been due to the excellence of its own work, as it has ı from its humble beginnings without any endowment or other ıes of revenue than the tuition fees of its own students. Its se still extends through two sessions of six months each, running the 1st of October to 1st of March, as originally established, he lengthening of the course has been favorably discussed, and e no definite action has yet been taken, it is probable that the ıd of graduation will soon be made three or four years instead of The system of instruction has recently been put more distinct- upon a university basis, in order to better adapt it to the needs dividual students, and the lengthening of the required course in istry for the coming session is at present under advisement. course, as now constituted, requires attendance upon two years' ıre courses in the departments of chemistry, pharmacy, materia ca, and botany, together with two years' practical work in the maceutical laboratory and one year each in the laboratories of istry and microscopy.

ıe present college corporation is composed of 72 members, of whom r A. Beckmann is president, and Gordon L. Curry and Albert J ttlin, secretaries.

The college faculty, as now constituted, is as follows: E. Scheffer, Ph. G., emeritus professor of materia medica and botany; L. D. Kastenbine, A. M., M. D., professor of chemistry; C. Lewis Diehl, Ph. M., professor of theory and practice of pharmacy; Oscar C. Dilly, Ph. G., professor of materia medica; Otto E. Mueller, Ph. G., professor of botany; H. H. Koehler, M. D., professor of microscopy. Junior professors: H. Otto Haeusgen, Ph. G., chemistry; Gordon L. Curry, Ph. G., pharmacy; William G. Zubrod, Ph. G., materia medica. Dean: Gordon L. Curry, Ph. G.

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## THE SOUTHERN NORMAL SCHOOL, BOWLING GREEN.

The usual title of this institution, as at present managed, is The Southern Normal School and Business College, as it is composed of what are really two separate schools under one management. Its normal department is worthy of being given a place among the professional institutions of the State. Its business department, being without the scope of this monograph, will only be noticed incidentally, the two schools being closely allied in management, and also, to some extent, in faculties.

The Southern Normal School is the only distinctively normal school in Kentucky that has had a continuous history for any length of time. It was organized as a training school for teachers at Glasgow, Ky., in the autumn of 1875 by Prof. A. W. Mell. Professor Mell was an enthusiastic teacher and was very much interested in normal work, having graduated at the National Normal at Lebanon, Ohio. His chief aim in establishing the Southern Normal was the education of teachers for higher professional service. As the school grew, the business department was later added as a further feature.

Soon after its opening the institution was chartered by legislative action. This charter provided for courses in music and art, as well as the usual literary course, and allowed the granting of the customary college degrees. Professor Mell conducted the school successfully for a number of years in Glasgow, having, after a time, associated with himself Prof. J. T. Williams, as joint proprietor and coprincipal. Professor Williams had more especial charge of the business department, which had grown to considerable proportions, although always subordinate to the normal idea.

In 1884 the school was moved by the proprietors to Bowling Green, which could furnish better accommodations than Glasgow, and was in some other respects a more desirable location. In its new situation the institution occupied the buildings formerly used by Bowling Green Female College, which had for many years been a flourishing female

ol, but had been lately suspended on account of financial diffi-
es. The buildings cost originally over $20,000 and were well
ıged and well suited for educational purposes. In January, 1886,
re liberal charter for the school was received from the legislature,
h granted to the holders of its higher degrees the right to teach
ıy county in the State without further license. This privilege
subsequently withdrawn by the legislature, as it was from all
ar schools in the State.

e institution was fairly successful at its new location until 1890,
ı Professors Mell and Williams retired from its management. Dur-
he fifteen years which had elapsed since its foundation the school
had quite an able faculty which, besides Professor Mell, who had
than a local reputation as a teacher, included such men as T. F.
eath in natural science, G. R. Klinkard in languages, and Florence
e in elocution. During this period its average annual matricu-
n was about 250 students, and it turned out many well-equipped
ners and business men, among whom are numbered all of its later
rietors and managers.

1890 H. A. Evans and W. J. Davis, who were graduates of the
ol, succeeded Professors Mell and Williams in its management,
before the end of the school year they were succeeded by H. Mel.
cher and J. R. Alexander. During the scholastic year 1891–92
essor Alexander had sole charge of the institution. During this
, in shifting its proprietorship from one to another, it had natu-
lost much of its former prestige. In September, 1892, H. H.
ry and T. C. Cherry, together with Professors Alexander and
cher, alumni of the school, became its joint proprietors under the
of Cherry Brothers, and have since managed it very successfully.
essor Alexander is still a prominent member of its faculty.

e last six years in the history of the school have been a period of
iderable expansion, so that, while its attendance had during the
years prior to 1896 averaged about 400 annually, in 1896–97 it
about 600, and from September to May of 1897–98, 683 students
enrolled in the various departments.

erry Brothers, while maintaining the standing and reputation of
normal school, have emphasized the business department for
h they have secured a charter which erects it into a separate
tution under the same management. It has been given the title
e Bowling Green Business College. Besides the usual business
ses in bookkeeping in all of its various practical forms, in short-
l, telegraphy, typewriting, and penmanship, it has also an
ish course for those who wish to take some literary work in addi-
to their commercial course; and all of its students are allowed to
nd any of the classes of the normal school without extra expense.
business college has of late had about 80 graduates a year in all
rtments. Its sessions continue throughout the entire year and its

work is so arranged that students can enter with profit at any time. The normal school has each year four terms of ten weeks each and a summer term of eight weeks. This last term is especially intended to furnish normal training to public school-teachers during their vacation.

In 1896–97 considerable improvements in the buildings of the institution were made, as well as additions to its educational apparatus. Its faculty was also materially enlarged, among the additions being Prof. J. C. Willis, who has considerable reputation as a teacher, especially in normal school work. He resigned the presidency of Southern Indiana Normal School, at Mitchell, Ind., to accept his present position. In January, 1898, superior accommodations were secured for the business college in the new Neale Building, centrally located in the business portion of the town, where it occupies the entire upper story of a large and handsome building, and has an excellent equipment.

The Southern Normal School has been coeducational from its foundation. It has also, throughout its history, been entirely unendowed, and has depended solely upon tuition fees for its support. Its objects and methods, in a general way, may, perhaps, best be seen from the following extracts, taken from a recent catalogue:

The objects set forth in the founding of the Southern Normal were twofold, viz: (1) To furnish the elements of a liberal education, under the following conditions: (a) The advantages of the school are shared by whites only—both male and female—without distinction; (b) the time required is the least possible consistent with thorough work in all departments; (c) classes and studies are so arranged that students who may not be able to complete a full course in any department may enter at any time, study what is most desirable, and get full credit for what they accomplish; (d) students in the Southern Normal can leave off at any stage, recruit their health or finances, and return to complete the course at any future time. (2) To bring the expense within the reach of all classes who may desire an education, and subject to the following conditions: (a) Tuition rates are kept sufficiently high to provide adequate facilities in all departments; (b) rates for board and other accommodations are kept at low figures of cost, as based upon the lowest wholesale cash rates for large quantities of goods.

By the use of such methods the institution has undoubtedly been able to do an important educational work in bringing better educational facilities within the reach of many not otherwise able to secure them. That there is a demand for instruction of this character is shown by the comparatively large matriculation of the school. This has grown so of late that the institution, probably with good foundation, claims to be the largest normal school in the South. Its students come from many of the States of the South and West outside of Ken-

; and her neighboring States, 22 States being recently represented
s enrollment.

e institution offers a preparatory course, a regular teachers'
e, a State teachers' course, and engineering, scientific, and clas-
courses, besides special courses in music, art, elocution, and
ical culture. Special lecture courses are also provided. Its
uates in the B. S. course, its most popular higher course, have aver-
about 15 annually of late. In 1897–98 there were 19 scientific
uates, and 150 graduates in the shorter teachers' course. Among
graduates of the school there are a number of teachers, editors,
public men of considerable note. The following is the list of the
nt faculty: H. H. Cherry, T. C. Cherry, J. C. Willis, J. R. Alex-
r, C. T. Bass, J. L. Harman, F. S. Broussard, A. B. Lyon, W. S.
y, Mrs. H. H. Cherry, Mrs. T. C. Cherry, Mrs. J. C. Willis, Miss
Morris, Miss Mattie Lewis, Mrs. Josephine Fayne, Miss Ona
k, Miss Mary Beisel, and Miss Mabel Fayne. A number of these
instruction both in the normal school and business college.

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by the school, supplemented by the usual sources of general information.

STATE NORMAL SCHOOL, FRANKFORT.

is institution is exclusively for colored persons, and may be called
nch of the State college at Lexington in the sense that the funds
e two institutions are drawn in general from the same sources,
tate and Federal Governments, and their courses of instruction
equired to be somewhat parallel.

e special demand that called the State Normal School into exist-
was the need of trained teachers for the colored public schools
e State, and those who may be mentioned as leaders in the effort
ing about its organization are Rev. William J. Simmons, Prof
Maxwell, Rev. C. H. Parrish, Hon. George W. Gentry, Prof
Jackson (who has been the principal of the school from its incep-
, and others, several of them being among the most prominent
ed men in Kentucky.

e act establishing the school was approved May 18, 1886,[1] and
ts "leading object" shall be the preparation of teachers for
g in the colored public schools of Kentucky." An annual
ge appropriation was given for the maintenance of the institu-
the organization and management of which were committed to a
of trustees, consisting of one member from each of the three
of circuit courts of districts of the State, to whom was added the State
superintendent of public instruction as an ex officio member and
man of the board. This board, after receiving proposals for the

[1] Chapter 129, laws of 1886.

STATE NORMAL SCHOOL FOR COLORED PERSONS.

STATE NORMAL SCHOOL FOR COLORED PERSONS.

cation of the institution from Owensboro, Knottsville, Hopkinsville, Bowling Green, Danville, Lexington, and Frankfort, considered the offer of Frankfort the most advantageous, and accordingly located the school there. The State supplemented the donation of Frankfort by an appropriation of $8,700, and a substantial and commodious main building was soon erected on the land granted, which contained about 25 acres and was situated about a mile from the town limits.

John H. Jackson, A. M., a graduate of Berea College and a teacher of several years' experience, having been elected principal, the school was first opened on October 11, 1887. It was made coeducational from the beginning. Only a normal department was maintained for the first three years, during which time Principal Jackson had only one assistant. Tuition was free in the department to residents of the State who pledged themselves to teach twice as long in the public schools of the State as the period of their attendance. Fifty-five students, from 21 counties of the State, were present the first year, while in 1888–89 there were 87 from 32 counties, and in 1889–90, 74 from 26 counties.

The institution received its proportionate part[1] of the Congressional act of July 30, 1890, commonly known as the Morrill Act, and a considerable enlargement in its faculty and in the scope of its work was soon brought about. Its faculty was soon increased to five teachers, and by a legislative act, approved May 22, 1893, agricultural, mechanical, and domestic departments were regularly organized. At the same time the direction of the school was transferred to three trustees, selected from the county in which it is located, instead of the superior court districts, as before, thus securing more direct and therefore more intelligent supervision. Students in the new departments were also about this time relieved of the pledge to teach in the public schools of the State, to which only normal students were to be required to subscribe. The latter were also, upon graduation, to be granted State certificates, which entitled them to teach in any county of the State without further examination. The course of study was further systematized in such a way as to require a uniform period of three years for graduation in all the departments.

The equipment of the school was soon afterwards improved by the erection of a dormitory for girls, at a cost of $3,000, $2,000 of which came from a legislative appropriation and $1,000 from the trustees of the Slater fund. A mechanical shop, a laundry, and two neat cottages had either already been added or were soon afterwards. These increased facilities soon led to a considerably larger attendance, there being 122 students in 1895–1896 and 152 in 1896–97. Up to the end of 1896 the average attendance in the normal department had been about

[1] This is 14.5 per cent, and amounted to $2,175 in 1893, since which time, according to the provisions of the bill, it has increased $145 a year, which it will do until 1900.

n the mechanical department about 12, and in the agricultural
rtment, including those to whom lectures were given, about 40.
demands have recently led to a further enlargement of the equip-
and means of instruction. In 1896 a professor's cottage was
ed, and in 1897, 5 acres of additional land were purchased for the
ultural department. Also, in the autumn of the latter year an
ion was made to the main building, at a cost of $3,000, the appro-
ion for which had been provided for by a legislative act of March
96. In 1898 the school received its share of the land-grant fund
32 for agricultural colleges. This gives to it a permanent endow-
fund of $23,925. Its property in 1897 was estimated to be worth
t $19,000.

e institution offers a regular three years' normal course, also a
e of the same length in agriculture, in the mechanic arts, and in
stic economy. It has also recently added a department of music,
maintains besides a preparatory course of two years. For the
enience of teachers who can only attend for two out of the three
s of the school year, it maintains a special teachers' course of four
, all of the last of which must be spent in the institution. Its
s of instruction are ample, as it has very good workshops and a
complement of educational apparatus generally. It has also laid
oundations of a good working library.

e school has had, up to 1898, inclusive, altogether 66 graduates,
ly, if not entirely, confined to the normal department, which is
g an excellent work in furnishing the colored public schools of
tate with well-equipped teachers. The industrial departments of
chool are also an important feature, as they are now in a position
come a strong factor in developing the colored population of the
industrially by furnishing to them the opportunity for acquir-
he rudiments of useful trades. The institution is doing much to
the professional standard of the colored teachers of Kentucky as
as stimulating the colored youth of the State to greater indus-
usefulness. Much of its success is due to the well-directed efforts
rincipal Jackson, who enjoys a national reputation as a teacher
g his people. The following is the present faculty, with the chair
ch member: John H. Jackson, A. M., president, and professor of
ties, mathematics, and civics; W. D. Thomas, professor of nat-
sciences and of agriculture; Moses A. Davis, professor of mechan-
d of manual training; Mary E. Jackson, professor in the normal
rtment; T. Augustus Reid, professor in the preparatory depart-
; Bettie M. Bailey, matron, and professor of domestic economy.
chair of vocal and instrumental music is at present unoccupied.

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orts of the State superintendent of public instruction, together with the
sources of general information

## LOUISVILLE NATIONAL MEDICAL COLLEGE, LOUISVILLE.

As colored men were excluded from all of the other medical colleges of Kentucky, and, indeed, from those of most States of the Union, this institution was founded to furnish them the proper facilities for acquiring a medical education, but its advantages have not been offered to men only, as it has been coeducational from its establishment. One of the chief promoters of the enterprise was Dr. H. Fitzbutler, who was probably the first colored man in Kentucky to enter upon the regular practice of medicine. He has been dean of the institution since its organization. He had, as early as 1874, begun giving instruction to students in the rudiments of medicine. Dr. Rufus Conrad, also of Louisville, and Dr. W. A. Burney, of New Albany, Ind., had several years later become similarly engaged to some extent.

These preceptors, in 1886, applied to the State legislature for an act authorizing them to establish a regular medical college for their race in Louisville. The bill looking toward this end was introduced late in that legislative session and so was passed over in the rush of other business at the end, but it was taken up at the next session and approved on April 24, 1888.[1] This act incorporated the proposed institution under the name of the National Medical College of Louisville, made the 3 teachers above mentioned its first board of trustees, or regents, and conferred upon it the power of granting diplomas "in medicine or surgery, or in both medicine and surgery." This charter also required the students of the school to have studied medicine for three full years and to have taken two full courses of lectures prior to graduation. The practice of the institution from the beginning seems to have required three full courses of lectures for graduation.

Its incorporators constituted the principal part of the first faculty of the school, which was regularly opened in the fall of 1888 in a hall on the corner of Ninth and Magazine streets. Instruction had been carried on by the faculty for the past two years in anticipation of the granting of the charter, and so 6 students, all of whom had attended other medical colleges as well and had studied under preceptors for at least four years, were graduated at the first commencement in the spring of 1889, when, for the first time in Kentucky, the degree of M. D. was conferred on a colored man.

In the summer of 1889 the faculty was enlarged, chiefly by the addition of graduates of the school, for which a new and much more suitable building was purchased by the trustees. This building is situated on Green near First street, and had for the previous eleven years been used by the Louisville College of Pharmacy. It was occupied by the National Medical College in the autumn of this year and has since remained its home. Soon after the change of location the

[1] Chapter 1234, acts of 1888.

lty completed arrangements for a free dispensary in connection the institution, where all diseases might be treated and medi- furnished free of charge, thus furnishing clinical advantages to udents. New students entered the second session, but, as none ese had by its close come up to the required standard, only 2 rary degrees were conferred in 1890 upon 2 aged practitioners. 891 there were 4 regular graduates, one of whom was the first an in Kentucky to receive the degree of M. D. In 1891–92, 22 ents from 7 States, mainly in the South, were in attendance, and e end of the year 6 degrees were conferred.

April, 1894, the institution was officially recognised by the Ken- y State board of health as one of the regular medical colleges of state. In September of this year a preliminary course of about a th's duration, prior to the opening of the regular session, was blished and has since been maintained. The regular session nds from October to April.

ginning with 1896, the college required of all its students attend- upon four years of lectures as a prerequisite to graduation. so, in this year, in order to furnish proper hospital privileges to tudents, opened an auxiliary hospital at 1027–1029 West Green t. This hospital has 12 large rooms, with a capacity for 40 nts, and is open throughout the year.

e number of students in attendance upon the institution has nally increased in recent years until in 1897–98 there were 42, represented 10 States of the Union, and Jamaica. There have from 4 to 8 graduates each year, the total number of degrees erred up to 1898, inclusive, numbering 54. The school has ved some contributions, but has no regular endowment. It was nto operation by funds obtained by subscription and has since maintained practically entirely by tuition fees.

e course offered by the school embraces the departments of chem- and toxicology, materia medica and therapeutics, theory and prac- of medicine, physical diagnosis, obstetrics, gynecology, pathology, eriology, principles and practice of surgery, physiology, pharma- y, and anatomy and histology. The faculty as at present con- ted is composed of: H. Fitzbutler, M. D., dean, professor of prin- s of surgery and materia medica, surgeon-in-chief to auxiliary ital; W. A. Burney, M. D., professor of gynecology, gynecologist to liary hospital; W. O. Vance, A. M., M. D., professor of chemistry lseases of ear, throat, and nose; E. D. Wheelhse, A. M., M. D., pro- r of obstetrics, William T. Peyton, A. M., M. D., professor of theory ractice of medicine; E. R. Gaddie, M. D., professor of physiology diseases of the skin; James H. Fitzbutler, M. D., professor of omy, histology, and clinical surgery; Charles F. Maxwell, M. D., ssor of pathology and bacteriology; B. F. Porter, M. D., pro- r of nervous diseases and insanity; B. B. Hall, M. D., professor

of ophthalmology; R. F. White, Phar. D., demonstrator of chemistry in laboratory and professor of inorganic chemistry; H. W. Conrad, M. D., professor of electro-therapeutics; J. A. Agnew, D. D. S., professor of dental surgery; James R. W. Smith, LL. D., professor of forensic medicine. There are also 2 instructors and 1 demonstrator.

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Historical notes in various catalogues have been the sole source upon which this sketch has been based.

SOUTHWESTERN HOMEOPATHIC MEDICAL COLLEGE, LOUISVILLE.

The Southwestern Homeopathic Medical College is the latest candidate for public favor among the medical colleges of Louisville, and is the only one of its kind in the section of the country in which it is located. It was organized for the promulgation of the principles of homeopathy, especially in the Southwest, whose students of medicine had hitherto been largely deprived of the opportunity of a regular study of this branch of the science, since, as a rule, they preferred for climatic reasons not to attend a Northern homeopathic college.

The proposed school had been talked of for perhaps two years prior to its actual organization in 1892. Its articles of incorporation were filed on August 30, 1892, under the general statutes of Kentucky, its incorporators being August Scheffel; A. L. Monroe, M. D.; C. P. Meredith, M. D.; S. M. Norman; Adam Given, M. D.; R. W. Pearce, M. D.; J. H. Dunn; J. A. Lucy, M. D.; Sarah J. Millsop, M. D; G. O. Erni, M. D.; M. Dills, M. D.; J. T. Bryan, M. D.; A. G. Smith, M.D.; S. B. Elliot, M. D.; and Allison Clokey, M. D., who may also be said to be those who were mainly instrumental in its establishment. The affairs of the corporation are by this charter placed in the hands of 9 stockholder trustees, elected, 3 each year for a term of three years, by the stockholders. The course was required to be a graded one of three years, and a first-class teacher's certificate, or ability to enter college, was made a preliminary requirement for matriculation. Women were also to be admitted upon the same terms as men. It was the first medical college for white students in the South to make such an arrangement.

With funds obtained by subscription from the members of the corporation a suitable building on Sixth street was leased and properly fitted up for the opening of the college, which took place on October 4, 1894.

The following were the members of the initial faculty, which, as will be seen, was largely composed of the incorporators of the institution: C. P. Meredith, M. D., and J. A. Lucy, M. D., professors of materia medica; A. Leight Monroe, M. D., professor of gynecology and orificial surgery; Adam Given, M. D., professor of theory and practice, pathology, and physical diagnosis; H. G. Bayless, M. D., and

on Dills, M. D., professors of operative and clinical surg
Erni, M. D., professor of anatomy; J. T. Bryan, M. D., profe
f obstetrics; W. L. Hartman, M. D., professor of ophthalmo
atology; J. M. Higgins, M. D., professor of chemistry and
y; Allison Clokey, M. D., professor of physiology; Sarah J. M
M. D., professor of hygiene and sanitary science. Edward He
., was demonstrator of anatomy; and Judge James H. Bow
rer on medical jurisprudence. Dr. Meredith was dean of
ty, and Dr. Clokey registrar or secretary. A dispensary
hed to the institution, in charge of A. G. Smith, M. D.
e appointments of the college building were ample for its p
, its lecture and dissecting rooms being of good size and w
ed and ventilated, while its other apparatus was such as w
ed. The method of instruction used from the beginning was
ich lectures and recitations went hand in hand, accompanie
nstration, all students being required to perform all the ope
for themselves during their course. Seventeen students, repre
ng 4 States, were in attendance during the first session. E
ese were women, and 2 of them, who had previously taken med
es elsewhere, were granted diplomas in April, 1894.

June, 1894, the college was recognized officially by the Amer
tute of Homeopathy as coming under that body's jurisdi
whose demands in regard to medical education its requirem
since been made to comply. The institution was also early g
gnition by State boards of health, especially those of Kentu
Illinois, as a reputable medical college. In 1895, after h
encountered considerable opposition, it was granted equal p
the other medical colleges of Louisville in the city hospi
largest and best equipped in the West, having 300 beds
annually appoints 2 of its graduates as interns. In
[illegible] of the institution had been cons
[illegible] a hospital with accommodations
[illegible] the management of the Ladies Hos
[illegible] equipment was otherwise improved
[illegible] demonstration in microscopy
[illegible] compliance with the
[illegible] Homeopathy, a four years' g
[illegible] students entering upon
[illegible]

probably, as in the case of the other medical colleges, to the greater requirements demanded for graduation, but larger classes have been graduated during the period—11 in 1897 and 13 in 1898. The college corporation is negotiating for the purchase of the building the institution now occupies, and should the change in proprietorship take place, it is probable that the equipment of the college will soon be considerably enlarged.

The departments of instruction in the institution are those of a modern medical education and will be sufficiently indicated by the chairs of the various professors as given below. The college has special laboratories for investigations in histology, microscopy, and bacteriology, as well as a regular chemical laboratory. The scholastic year is six months in length (extending from about the 1st of October to about the 1st of April). A number of changes have from time to time taken place in the faculty of the institution. In 1894, Drs. G. S. Coons and R. W. Pearce were also made professors, respectively, of surgery and gynecology, and obstetrics; and Dr. Herzer, professor of pedology and dermatology; Dr. Hartman resigned, and Drs. G. D. Troutman and G. W. Redmon were made joint professors of opthalmology, otology, and laryngology. In 1895, Drs. Lucy, Bayless, and Redmond severed their connection with the faculty, Dr. Higgins was transferred to the chair of mental and nervous diseases, and J. F. Elsom was made professor of medical chemistry, microscopy, histology, and bacteriology, while Dr. H. C. Kasselman became professor of pathology and physical diagnosis, and Dr. J. W. Clark of dental surgery. In 1896, Professor Elsom's chair was divided, chemistry being assigned to Dr. T. Cecil Hicks, while Dr. F. C. Askenstedt received microscopy and bacteriology; at the same time, Dr. Robert G. Reed became Dr. Troutman's successor. In 1897 the connection with the faculty of Drs. Given, Erni, Hicks, and Reed was dissolved, Dr. Meredith being transferred to the chair of theory and practice, Dr William Pinkert becoming professor of descriptive and general anatomy, and Dr. M. H. Brown, who had previously been lecturer on embryology, being made also professor of chemistry. In the matter of administration Dr. Monroe, in 1894, was elected dean of the faculty, a position he has since capably and acceptably filled.

The following list of the present faculty will show the changes which occurred in 1898: A. Leight Monroe, M. D., professor of materia medica and clinical gynecology; H. S. Keller, M. D., adjunct professor of materia medica; C. P. Meredith, M. D., and C. A. Mayer, M. D., professors of theory and practice; H. C. Kasselman, M. D., professor of pathology and physical diagnosis; M. Dills, M. D., professor of operative surgery and genito-urinary diseases; George S. Coon, M. D., professor of clinical surgery and didactic gynecology; John H. Baldwin, M. D., adjunct professor of surgery and demonstrator of minor surgery; William Pinkert, M. D., professor of descriptive and general

omy; J. T. Bryan, M. D., professor of obstetrics; H. L. Lott, ).., adjunct professor of obstetrics and lecturer on embryology; H. Milton, M. D., professor of chemistry, toxicology, and uri- sis; Allison Clokey, M. D., professor of physiology and visceral omy; F. C. Askenstedt, M. D., professor of microscopy, histology, bacteriology; Edward Herzer, M. D., professor of pedology; . Higgins, M. D., professor of mental and nervous diseases; J. E. n, M. D., professor of ophthalmology, otology, laryngology, and ology; Sarah J. Millsop, M. D., professor of hygiene and sanitary ice; R. W. Pearce, M. D., emeritus professor of obstetrics; J. W. k, D. D. S., professor of dental surgery. The faculty contains ldition 3 lecturers and demonstrators.

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ormation furnished by Dr. Allison Clokey, registrar of the faculty. The ville Times of September 30, 1892, and catalogues.

SVILLE PRESBYTERIAN THEOLOGICAL SEMINARY, LOUISVILLE.

ie Louisville Presbyterian Theological Seminary, although the recently established institution of higher education of its own ny other rank in Kentucky, is not really new in idea, but dates in spirit and conception to the earliest attempts of the Presby- ns of the State to establish a theological seminary in their midst h culminated, as we have seen, in the foundation of the Danville ological Seminary in 1853. The new seminary really stands in ame relation to the seminary at Danville as Central University to Centre College, Louisville Theological Seminary and Central ersity being representative institutions of the Southern Presby- n Church, while Danville Seminary and Centre represent the orig- organization, ordinarily called, in contradistinction, the North- Presbyterian Church. Both seminaries are, however, wider in church relations than the colleges, as the former in a certain represent the whole of their respective churches, while the lat- nly represent the respective synods of Kentucky. As Louisville inary includes, as it were, in its jurisdiction any theological rtment which might be attached to Central University, it is not probable that a department of that character provided for in the ter of that institution will ever be organized.

a result of the establishment of the Southern Presbyterian rch in 1861 and of the division of the Synod of Kentucky between wo churches in 1866, the Southern Church, although representing r the larger part of the former constituency of the institution, control of Danville Seminary, which had been founded for the e church in the South and West, but in the disruption had

remained under the original assembly. Thus deprived of any general institution in its midst for the higher professional education of its ministry, the Southern Synod of Kentucky, after an unsuccessful attempt to obtain an interest in the control of Danville Seminary upon what was deemed by them a desirable basis, determined, in the spirit of the fathers of the church in Kentucky, to establish a seminary of their own as early as practicable. The contemplated plan was held in abeyance for some time on account of the demands upon the church's resources of more pressing needs, but was never lost sight of, and finally reached its fruition in the establishment of the Louisville Presbyterian Theological Seminary in 1893.

About 1891, Rev. I. S. McElroy, D. D., as the financial agent of Central University and the Synod of Kentucky, began to take active steps to raise funds for the proposed institution. He succeeded in the next two years in obtaining in various parts of the State pledges for an endowment fund of $104,311 and for a building fund of $43,000.[1] In securing the latter fund especially, which was given by the denomination in Louisville on condition that the seminary be located there, he was very efficiently assisted by Rev. L. H. Blanton, D. D., chancellor of Central University. Among others who may be mentioned as especially instrumental in furthering the plan of the proposed school are Rev. E. M. Green, D. D.; Rev. T. D. Witherspoon, D. D.; Rev. C. R. Hemphill, D. D.; Rev. J. S. Lyons, D. D.; Col. Bennett H. Young; Col. T. W. Bullitt; A. J. Alexander, esq.; William T. Grant, esq.; and George W. Swearingen, esq.

The preliminary steps looking toward the immediate opening of the seminary were taken, in 1892, by the synods of Kentucky and Missouri, which agreed to join in the control of the institution. They invited the participation of the synods of the other Southern States, and appointed a provisional board of directors, with Rev. E. M. Green, of Kentucky, chairman, whose duty it was to draw up a charter as a legal basis for the school and frame a constitution for its organization and administration. The charter and constitution were adopted in the early part of 1893 by the associated synods of Kentucky and Missouri, by whom the first regular board of directors, composed of 10 members from each synod, was chosen. This board was soon afterwards organized in Louisville, Ky., where it was decided by them to locate the seminary on account of the large building fund offered by the city, the strength of its Presbyterian churches, its accessibility, and its admirable advantages in other respects. The organization of the institution may be said to have been complete when the supervision over it, provided for by its charter and constitution, was accepted by the General Assembly of the church, meeting at Macon, Ga., in the latter part of May, 1893.

[1] Minutes of the Synod of Kentucky for 1893, p. 502.

e charter bears the date of May 3, 1893, and constitutes the sem-
a perpetual corporation under the general statutes of Kentucky,
ring its purpose to be—

education and training of young men as ministers of the gospel according
Confession of Faith, catechisms, and other standards of the Presbyterian
h in the United States, commonly known as the Southern Presbyterian
h, and their support and maintenance while in attendance, as far as may be
d advisable and practicable.[1]

puts the proposed institution under the management, tempo-
r, of a board of directors consisting of 10 members from each of
ynods of Kentucky and Missouri, as already constituted, but
ision is made that this board in the future may consist of not less
10 nor more than 50 members, chosen by the synods joining in its
od, one-fifth of whom shall be elected each year. All direct con-
of the institution, both as to its property and other affairs, is
d in this board, but the General Assembly of the church is given
power to veto the election of any professor or his transfer from
hair to another.

cording to its constitution, the funds belonging to the seminary
designated as (1) the building fund, (2) the endowment fund, (3)
library fund, (4) the current expenses fund, (5) the scholarship
, and (6) the lecture-course fund. Its course of instruction is to
deled upon the university plan in distinction from a fixed curric-
of study, and as originally outlined was divided into the 9 inde-
ent schools of Biblical introduction, Old Testament exegesis, New
ment exegesis, English Bible and Biblical theology, systematic
ogy, church history and polity, homiletics and pastoral theology,
getics, and elocution. Students are required to be graduates of
ges or to pass a prescribed examination. Each professor upon
ing office is required to publicly subscribe to the standard of the
h. There are no distinctions in the faculty, except that the
r professor is its chairman. Dr. Marquess thus became the
man of the first faculty of the institution, which was constituted
llows: Rev. William Hoge Marquess, D. D., professor of Old
ment exegesis and of the English Bible and Biblical theology;
Charles R. Hemphill, D. D., professor of New Testament exe-
; Rev. G. D. Witherspoon, D. D., LL. D., professor of homi-
, pastoral theology, and of Biblical instruction; Rev. Francis R.
tie, Ph. D., D. D., professor of systematic theology and apolo-
s; Rev. T. M. Hawes, professor of elocution; Rev. Edwin Muller,
net professor of church history and church polity.

e seminary was first opened on October 2, 1893, a commodious
on Second street near Broadway being purchased for it, while
er near by was rented and fitted up as a dormitory for students.

[1] Section III of charter, given in the minutes of the Synod of Kentucky for
p. 478.

The Sunday-school and Bible-class rooms of the First and Second Presbyterian Churches were at first used for lecture rooms and for chapel exercises. Three valuable libraries especially suited to its needs, the gifts of Rev. Dr. J. B. Adger, of Rev. Dr. Symington, and of the heirs of Rev. Dr. Stuart Robinson, furnished it with 3,000 volumes as the foundation of a future collection. Twenty-five students were present at the opening, and before the end of the first session 31 were in attendance, who represented 9 States of the Union and 3 other countries. In 1895–96 the number had risen to 60, from 12 States and 1 foreign country. This has continued to be about the average attendance since. In 1895 the institution had 5 graduates; in 1896, 15, and in 1897, 13.

In 1895 Mrs. N. W. Muir, of Bardstown, Ky., donated to the institution an outfit of gymnastic apparatus of the latest and most improved designs, while other friends fitted up for it a reading room and provided it with current literature. Recently there have been numerous valuable contributions to the library. In the summer of 1896, through the liberality of one of its warm friends, it came into possession of a handsome property at the corner of First street and Broadway, which provides a chapel, lecture rooms, and additional rooms for students. Its endowment had also been added to until, by this time, it was about $200,000.

No material changes have since been made in the regular course of instruction of the seminary as originally outlined, but a number of advanced optional courses have recently been added. All the nine schools of the regular course must be completed for the student to obtain the degree of bachelor of divinity. This usually requires three years, the sessions extending from the 1st of October to the 1st of May following. The regular faculty also remains as at first, the instructor in music attached to it being the only member of the teaching force who has been changed. There have been only two changes in the personnel of the board of directors, which still consists of 10 members from each of the synods of Kentucky and Missouri.

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# Chapter VIII.

## EXTINCT COLLEGES OF SOME IMPORTANCE.

### BETHEL ACADEMY, JESSAMINE COUNTY.

, already noticed in treating of the history of Kentucky Wesleyan ge and Union College, those institutions, as well as Vanderbilt ersity, in a sense, are the present representatives of the early ational efforts of the Methodist Episcopal Church in Kentucky. h have finally found expression in them after the trial of several r educational experiments. The principal institutions, besides previously described in other connections, established in Ken- y, either by the church as a whole or by its branches, have been el Academy, Augusta College, and Warren College, a general of each of which will be given here, both because of its own ortance and that the movement just referred to may be given in f its general outlines, Warren College being treated out of its nological order that this may be done.

e beginning of this movement and the second[1] educational insti- established by the Methodist Episcopal Church in America was el Academy. It has been claimed[2] that the Methodists were the Christian denomination in Kentucky to undertake a movement rd the establishment of an institution of learning. This claim is true if it has reference to the undertaking of such an enterprise distinctively denominational capacity, as the date given for the guration of the movement to establish Bethel Academy, 1790, is to that of any other educational enterprise which may be called minational in the State, although it is antedated ten years by the ement to establish Transylvania Seminary, which was, as we have , under Presbyterian auspices.

llins[3] tells us that when Bishop Asbury first visited Kentucky, in 1790, and held the first annual conference, "a plan was fixed for ool called Bethel and £300 in land and money subscribed toward stablishment." The academy was located in Jessamine County.

first was Cokesbury College at Abingdon, Md., planned as early as 1784, opened nth. December, 1787. It was chartered on December 26, 1794 the time of Bethel's first incorporation. See Steiner's Higher Education in and pp. 229-239.

dford's Methodism, Vol. I, p. 84.

story of Kentucky, Vol. I, p. 146.

on a high bluff of the Kentucky River,[1] on a tract of about 100 acres of land donated to it by Mr. I. Lewis. Here, in a fine native grove, a brick building, quite spacious for the time, being 80 feet by 40 feet and three stories high, was erected, and although never completely finished was used for school purposes for several years.

The institution was under the control of the Western Methodist Conference, whose ministers are said to have been kept poorer than usual for several years by having to beg for its support as well as their own. The conference often met in the academy building, many of its members from the distant settlements, such as those on the Holston River, in Tennessee,[2] having to travel to its sessions for several days on horseback along the Indian trails, subsisting on the way upon biscuit, broiled bacon, dried beef, and tree sugar.

We know comparatively little of Bethel Academy for the period of about twelve years, during which it seems to have been in active operation. Rev. Francis Poythress was mainly instrumental in having its building erected, and he, with Col. Thomas Hinde, Willis Green, I. Lewis, Richard Mastersen, and Isaac Hite, were its incorporators. It was first incorporated in the latter part of 1794,[3] and was reincorporated by an act of February 10, 1798.[4] By this act, although still remaining under denominational control, it became a part of the general academy system, and received from the State a donation of 6,000 acres of land. This put it upon exactly the same basis as Kentucky Academy, the Presbyterian school, was at the time. The records of the conference[5] show that the building had been erected in April, 1792, and that the school was probably in operation at that time. It was certainly in operation in 1794, when it had as its principal John Metcalf, who remained at the head of its English department for several years, probably until 1803.

The academy's course of study was intended especially to train ministers for the church, and was afterwards of a high classical order; but for the first few years of its history it only imparted the elements of a good English education, and its English department was always one of its prominent features.

In 1799 Rev. Valentine Cook, one of the famous pioneer Methodist ministers of the State, described by Collins[6] as "scholarly, profound,

[1] Near the present High Bridge on the Southern Railway.

[2] The conference of which Kentucky was then a part embraced practically all the country west of the Alleghenies.

[3] In giving this date as that of the first incorporation of the academy several authorities have been followed, but since the act can not be found in several collections which have been carefully examined and are otherwise quite complete, it appears quite probable that no regular legislative incorporation occurred at this time.

[4] For references to this act, see Chapter II.

[5] Given in Alexander's Earliest Western Schools of Methodism, pp. 363-364.

[6] History of Kentucky, Vol. I, p. 451. A sketch of Mr. Cook is also given in Sprague's Annals, Vol. VII, p. 133.

erly in an argument, and overwhelming in the enforcement of great truths of Christianity," became connected with the acad- as the head of its higher or classical department, then first organ- Mr. Cook was the most distinguished graduate of Cokesbury ge, Maryland, and was noted as a teacher as well as preacher. however, only remained at Bethel for one year. In 1803 a new er was secured for the institution, conferring upon it the full rs and privileges of a literary institution, which its other acts of poration had, it appears, not bestowed upon it.

e are not informed of the exact number of students in attend- upon the academy, but are told that there were a considerable ber, especially during the presidency of Rev. Valentine Cook. conference regulations over the students, especially, we presume, those preparing for the ministry, were very strict and would be idered quite an anomaly nowadays. They were compelled to rise o'clock in the morning and retire at 9 o'clock at night, while no s of any kind were allowed, and idleness was punished by con- ent in a room constructed especially for that purpose.

e institution seems to have been fairly prosperous for a time, he poverty of the church, combined with the unsettled state of ountry, due to Indian hostilities and its own rather inaccessible ion, caused its attendance to decline and resulted in its practical donment by the conference about 1804. Its building was after- s used for a time for a neighborhood school, but was finally dis- led, a portion of it being used to construct an academy building icholasville.

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ins's and Smith's History; acts of the legislature; Sprague's Annals; Red- Methodism in Kentucky.

w facts have been taken from Earliest Western Schools of Methodism, by Alexander, S. T. D., Nashville, 1897.

AUGUSTA COLLEGE, AUGUSTA.

though the Methodists of the West had been compelled by the of circumstances to abandon Bethel Academy as a denomina- l institution, yet the idea of a Methodist college for that section not been given up by the church and soon took definite shape in oundation of Augusta College.

hen the Kentucky conference held its first session at Lexington, ptember, 1821, one of the most prominent questions before it was stablishment of an institution of learning for the church. The conference had a few days before appointed a commission to are the foundation of a college under the joint control of the two s. This plan was approved by Kentucky conference, and com- oners were appointed by it to act in conjunction with those ly appointed by Ohio conference in inaugurating the enterprise.

r the names of the Commissioners from the two conferences, see Alexan- Western Schools of Methodism, p. 367.

These commissioners, by agreement, met on the 15th of the following December, at Augusta, Ky., in a conference with the trustees of Bracken Academy, an institution established in that town and given an endowment of 6,000 acres of land by the State legislature in 1798. An arrangement was then made, whereby the proposed new college was to have the use of the funds arising from the sale of the academy lands, amounting to about $10,000, and was to be assisted by the latter's trustees in securing suitable ground and buildings. Considerable donations for this last purpose were also obtained from other local friends of the enterprise, especially Mr. James Armstrong. By reason of these inducements the commissioners located the college at Augusta, which was also otherwise desirable on account of its being somewhat centrally located with reference to the two conferences.

The aims of the church were now more ambitious than in the case of the inauguration of Bethel Academy, and so a regular college charter was obtained for the new enterprise from the Kentucky legislature on December 7, 1822,[1] which declared that "said seminary of learning shall be conducted on free, liberal, and enlightened principles," and placed it under the control of a self-perpetuating board of twenty-three trustees, twenty of whom were from Ohio and Kentucky conferences, while the other three were the trustees of Bracken Academy. The funds of Bracken Academy were also transferred by the instrument to the new institution, whose trustees were empowered to admit students free of tuition and whose property was exempted from taxation. Thus was chartered the third[2] Methodist college, at least under the name of college, in America, and one which was for a time the only real Methodist college in operation[3] in the world.

While Augusta bore the name of college from the beginning, it was really an academy[4] for the first three years of its existence. By the appointment of Conference in 1822 John P. Finley became the first president of the institution, and in the latter part of that year he opened its preparatory department, although its building was not entirely completed until October, 1823. This building was an excellent one for the time, and was a brick structure 80 feet by 42 feet and three stories in height. In 1825 Rev. J. S. Tomlinson, who had just graduated from Transylvania University and was later to become a doctor of divinity in his church and to remain connected with the institution for the most part during the remainder of its history, became a member of the college faculty, as professor of mathematics

[1] Acts of 1822-23, pp. 163-171.

[2] It was only antedated by Cokesbury (1787) and Asbury (1816) colleges, in Maryland.

[3] Cokesbury College went out of existence in 1796, and Asbury College, while it may have had a formal existence until about 1830, did not amount to anything after 1818, and Wesleyan University, Connecticut, did not originate until 1831. Madison College, Uniontown, Pa., had a desultory existence from 1827 to 1832.

[4] Barnard's American Journal of Education, vol. 27, p. 335.

atural philosophy, and shortly afterwards John P. Durbin, A. M., ne professor of Latin and Greek.

1827.[1] Rev. Martin Ruter, D. D., became president of the college. ition which he retained until 1832. College classes seem to have organized at the time of the accession of Professor Tomlinson to eculty, as the first class was graduated in 1829. This class con 14 members. In 1831 Professor Durbin, who had resigned, was eded by Rev. B. H. McCown, A. M., a graduate of St. Joseph's ge, Kentucky, who was a noted professor at Augusta for eleven and afterwards at Transylvania University for several years on the resignation of President Ruter, in 1832, Rev. Joseph S inson,[2] D. D., already mentioned as an early professor in the ge, became his successor in the presidency, an office which was by him throughout the future history of the college,[3] except for intervals when he was relieved of its duties on account of bad h. At the opening of his administration, Rev. H. B. Bascom, wards so prominently connected with Transylvania University, ne a member of the Augusta faculty, as professor of moral science elles-lettres, thus constituting a strong faculty, which, in 1833,[4] omposed as follows: Rev. J. S. Tomlinson, A. M., president and ssor of mathematics and natural philosophy; Rev. H. B. Bascom, ., professor of moral science and belles-lettres; Rev. B. H. Mc. A. M., professor of languages; Fred. A. W. Davis, M. D., pro r of chemistry and botany; Solomon Howard, assistant in emic department; John Vincent, teacher of primary school esident Tomlinson was a versatile teacher and was often known scharge the duties of many different departments, while Pro Bascom was noted for both energy and ability. The latter a became prominent in the affairs of the institution, although he never accept its presidency, which, we are informed, was sev times offered to him. As the agent of the two patronizing con ces, about 1837, he raised subscriptions in each of them toward the ment of the college. These, together with other funds of the tion, seem, however, to have been soon afterwards lost by the arrangement of its authorities. It was also soon hampered in its ress by differences which sprang up between the two confer especially in regard to slavery. These led, before long, to the ral withdrawal of the Ohio Conference from patronizing Augusta s being a slave State, and later to the establishment

[1] [illegible] Dr. Ruter in Springer's Annals. A [illegible] best authenticated.

[2] [illegible] with Augusta [illegible] taken [illegible]

[3] [illegible] Nathan Bangs, D. D., was president [illegible]

[4] [illegible]

[5] [illegible] Rev. M. M. Henkle, in his Life of Bascom.

by that body first of academies in its own midst and then of a college of its own in the Ohio Wesleyan University, which necessarily became a rival institution.

This state of affairs led Dr. Bascom and other friends of Augusta to lose hope in its success, and when the proposition came from the trustees of Transylvania University to turn over its academic department with all its funds and equipments to the church, they thought it wise and right to accept this offer, which they considered to have in it much greater prospects of advantage to the church than were likely to be realized from Augusta. Many friends of the latter, however, did not hold this view and resisted the proposed change. After this was carried out the college, although practically abandoned by the church as a whole, and still further weakened as was the university also by the divisions soon to begin in that body, was able to maintain itself in a decaying condition for several years, indeed as long as the new Transylvania University experiment, as its charter was repealed in 1849, the year in which Dr. Bascom gave up Transylvania as an unprofitable undertaking.

The repeal of the charter of the college was probably due to the conviction of the local community that its property would be of greater educational utility in the hands of the trustees of old Bracken Academy, to whom it reverted upon the withdrawal of its charter, than it was on its denominational basis. These trustees leased the property for a number of years to various teachers who conducted it as a high school or academy. Under this plan it was leased from 1879 to 1887 to Rev. Daniel Stevenson, D. D., who operated it as a collegiate institute for the Methodist Episcopal Church, thus in a sense returning it to its original denominational connection, but without the same conditions as to property rights. When Dr. Stevenson gave it up to establish Union College for his church it was made a part of the public school system of the town of Augusta. Quite recently[1] its building, which had been burned on January 29, 1852,[2] and been replaced by a plainer one, was demolished to make way for a modern public school building.

During the quarter of a century that the college was in operation in its best estate it maintained a high-grade classical curriculum and had in its faculty several able and prominent professors, particularly Dr. Bascom and Professor McCown; it had for the time an excellent building and a good equipment, having a library which at one period contained 2,500 volumes. The institution was never properly endowed and had to depend largely for its support on tuition fees, but, notwithstanding discouragements and embarrassments, was able for a time to make good progress and to fill an excellent educational sphere. In its most prosperous days it had from 100 to 150 students

[1] Alexander's Earliest Western Schools of Methodism, p. 371.
[2] Collins's History of Kentucky, Vol. I, p. 64.

ally, and sent forth a number of graduates who afterwards ne distinguished. Among these may be mentioned Hon. William roesbeck, Hon. W. H. Wadsworth, Hon. E. C. Phisten, Rev ge S. Savage, M. D., Bishop Randolph S. Foster, and Rev. John ', D. D., who with many others have occupied high positions in h and state. Dr. Redford[1] speaks of the services of the institu- as follows:

ler all the embarrassments to which such enterprises are exposed, the vast nt of good that resulted to the church and the country from Augusta College over be estimated. Over its fortunes some of the noblest intellects have pre- its faculty was always composed of men of piety, of genius, and of learn nd in all the learned professions in almost every Western and Southern State mni may yet [1870] be found. It gave to the medical profession, to the nd to the pulpit many of their brightest lights.

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nall amount of additional information has also been obtained from Alexan Earliest Western Schools of Methodism.

WARREN COLLEGE, BOWLING GREEN.

is institution represented, until comparatively recent years, the s of Louisville Conference of the Methodist Episcopal Church n in Kentucky to establish in its midst an institution of higher ation after it and Kentucky Conference had withdrawn, in 1850, the joint control of Transylvania University.

nisville Conference was little behind her sister conference in pting to supply her educational needs, as, while the latter began s to lay the foundations of Kentucky Wesleyan College at Millers- the former, at its session at Bardstown in 1850, appointed 1 nissioners to take steps to establish a similar institution at Bowling n

ese commissioners, acting under the authority given to them by onference, soon secured the transfer of the charter of the South- ollege of Kentucky, an institution chartered at Bowling Green and having a desultory existence there for several years but

[1] Methodism in Kentucky, vol. 2, pp. [illegible]

[2] These conferences are separated by a line running in general north and east of Louisville, Kentucky Conference being east of this line, and Ohio Conference west.

long since suspended. It still, however, possessed property and funds amounting to about $17,000, and the terms of its charter were full and liberal. The income from its funds was secured for the conference, and under the provisions of its charter the commissioners proceeded to organize a new institution, for which, by the autumn of 1860, they had laid the foundations of a fine new building to cost about $30,000. The advent of the civil war, however, soon after caused them to have to abandon for several years the erection of this building, and indeed the whole enterprise, which was never revived on the same basis.

A new charter was obtained from the legislature in 1866 under the name of Warren College, and in 1867 a board of education was incorporated to cooperate with the trustees of this college, seven in number, in securing funds for its endowment, the sale of the former site of the institution having been authorized in the latter year. Several agents of the board of education, chiefly Rev. J. F. Redford, secured, within the next three years, cash and subscriptions amounting to about $24,000, for the endowment of the proposed college, for which the property now occupied by Ogden College, then a large and handsome private residence, was purchased and improved in such a way as to become well adapted to educational purposes.

A preparatory school, which had been conducted in a rented building since 1866 by Prof. S. T. Scott, was, in February, 1872, transferred to the new building, Prof. G. B. Doggett becoming its principal at the latter date. In the autumn of 1872 the college proper was organized. It opened its doors on September 5, 1872,[1] and had as its first president, and indeed its only one, Rev. J. G. Wilson, D. D. Dr. Wilson was assisted the first year, at the beginning of which 80 students were enrolled, by Professor Doggett and Wilbur F. Barclay, A. B.

By this time the pledged endowment of the institution had reached about $30,000, of which only about $11,000, however, seems ever to have been paid in, with the aid of the income from which an additional professor, Rev. Gross Alexander, S. T. D., now of the theological department of Vanderbilt University, was employed in 1873. An excellent faculty of four members was maintained by the college and a good educational work done by it for the next three years, but the opening of Vanderbilt University on the one hand and the proposed early establishment in Bowling Green, according to the terms of the will of its donor, of Ogden College, an institution which was more largely endowed and would offer practically free tuition, caused the board of trustees of Warren College in 1876 to decide to close that institution whose work was already much crippled for lack of endowment and whose field in the future would necessarily be largely occupied by the institution just mentioned. The work of the college was therefore in that year finally discontinued. Its property was rented

[1] Collins's History of Kentucky, Vol. I, p. 231.

ext year to the trustees of Ogden College, by whom it was not afterwards purchased.

1880, the income from the endowment fund of the board of ation, which had gone to the aid of Warren College during its ence, was set apart by the conference to assist its theological ents in Vanderbilt University. This arrangement led to a very step in 1884 whereby, instead of attempting to establish for itself college, the conference adopted the university as its educational ution, and was given in return a representation of two members e latter's board of trust, the conference being admitted as one of ight "patronizing conferences" whose representatives control the ersity. Thus the Louisville Conference has become joint owner e of the greatest universities in the South, and has no real need n additional institution for higher education. The conference has, 1884, taken further steps to supply its educational needs. These very property taken the form, not of establishing another college, of a training school, known as the Vanderbilt Training School. h was located at Elkton, Ky., in 1892, and is intended to furnish ot preparation for the lower classes of Vanderbilt University, also to give the elements of a good English education to those have not the desire or opportunity to pursue a college course school has an excellent equipment in the way of buildings and ratus and has been doing a good work. Prof. R. E. Crockett has its efficient principal since its establishment.

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ST. JOSEPH'S COLLEGE, BARDSTOWN.

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Father Elder's ability, combined with his amiability, made him popular with his students, and under his careful management the school soon grew in numbers. Largely from the proceeds of tuition, at first partly anticipated, a building was soon erected for it, and a boarding department added. The south wing of this building was completed at the close of 1820 and the school moved from the seminary at that time. The north wing was erected in 1823 and the front soon afterwards,[2] the whole costing about $20,000 and constituting one of the largest and best appointed educational buildings in the West at that time. Pupils then came in large numbers, about 50 being brought at one time, in 1825, from a Louisiana college by Rev. M. Martial. This was the beginning of a large patronage, which was long retained, from the South, especially from Louisiana and Mississippi.

The increasing attendance had caused Father Elder and other friends of the enterprise to become more ambitious in its behalf. So, on December 27, 1824,[3] a charter was obtained from the State legislature conferring upon it full collegiate powers and privileges, under the name of St. Joseph's College. It was by this instrument placed under the control of six trustees, of whom the bishop of the diocese was the moderator or chairman.

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In June, 1848,[1] the Jesuits of the province of Missouri, at the solicitation of Bishop Flaget, who was always much inclined toward their order as a teaching organization, and had offered to them the control of the college in 1829, just prior to their assuming the administration of St. Mary's College, took charge of St. Joseph's, which was opened under their management in the following September, with Rev. Peter J. Verhaegen, formerly president of the University of St. Louis, as its new president. There was a fair showing of students at the opening of the new administration, and their numbers increased during the first session. The college afterwards had numerous students, particularly from the South, and was uninterruptedly prosperous until closed by the civil war in 1861.

The other presidents during the period of Jesuit control, besides Father Verhaegen, who remained at the head of the institution for three years, were Fathers Emig, D'Hoop, Coosemans, and de Bluck.

In 1852, during the administration of Father Emig, a large additional building, to be used as an infirmary and for class-room purposes, as well as to furnish splendid quarters for the college museum, was erected. A number of other additions and improvements to buildings and grounds were also made during this period, and the old college debt was finally fully expunged. The institution had continued to grow in public favor, but in 1861 its buildings were seized and occupied for some time by the Federal authorities for hospital purposes, and its exercises were not resumed for several years. The college was never reopened by the Jesuits, who, in 1868, owing to a misunderstanding with the bishop of the diocese in regard to a new college which they were proposing to establish in Louisville, gave up the management of St. Joseph's and withdrew from the State. The college property had only been held in trust by them, and upon their departure was transferred to the bishop free from the old debt which they had liquidated. It reverted to its former plan of management and was placed under the direction of the secular clergy.

From 1869 to 1872 the buildings were occupied by the preparatory Theological Seminary from St. Thomas, with Rev. P. de Fraine as superior. In 1872 a limited number of students, besides those studying for the priesthood, were again admitted, and Rev. M. M. Coghlan became president and remained at the head of the institution until his death in March, 1877. In September, 1877, Rev. W. J. Dunn became his successor and was in turn succeeded by Rev. C. J. O'Connell at the end of the next year. During this period of the college's history no regular degrees were conferred, but there were two regular

[1] This date is given in Maes's Life of Nerinckx, p. 476, as July, 1848.

## CUMBERLAND COLLEGE, PRINCETON.

Cumberland College was established at Princeton, Ky., in 1826 by the Cumberland Presbyterian Church, from which it derived its name. It was one of the first, if not the first, of the institutions in the State to make anything like an adequate test of a system of manual labor as a part of its regular work. A large farm was attached to the college, upon which all students were required for some time to labor two hours each day. They also all took their meals at a general boarding house.

The preliminary steps looking toward the establishment of the institution were taken by Kentucky Synod of the Cumberland Presbyterian Church in 1825, when it was resolved by that body, with great unanimity, to found a college in which its ministry, especially, might be properly educated. The manual-labor system was ingrafted upon the institution in order to diminish the expense[1] of attendance and at the same time promote health and practical habits. The college was chartered by an act of the State legislature approved January 8, 1827,[2] by the terms of which it was placed under the management of a board of not more than eleven nor less than seven trustees, who were to be appointed by Kentucky Synod. The students also might be required to labor as much as three hours a day "on the farm attached to the college." The institution was later taken under the care of the general assembly of the church, and became the representative institution of the whole denomination instead of Kentucky synod simply.

The college had been opened before its charter was secured, in March, 1826, and had as its first president, Rev. F. R. Cossitt,[3] D. D., who was assisted by Daniel L. Morrison, as professor of mathematics and natural philosophy, and by several young men as tutors. Dr. Cossitt was a native of New Hampshire and was educated at Middlebury College, Vermont. He was a man of culture and a writer of merit. He remained at the head of Cumberland College as long as it remained under the care of the whole church.

The original college building was a substantial two-story brick structure, 60 by 22 feet. To this was added in 1832 another similar building, 70 by 40 feet. There was at that time also a dormitory for students. Professor Morrison had resigned in 1830, but his place had been supplied, and another regular professor had been added to the faculty, which in 1833[4] was composed as follows: Rev. F. R. Cossitt, president, mental and moral philosophy and belles-lettres; Rev. R.

[1] The American Almanac for 1833 gives the total expenses of a student under the system as $80 a year.

[2] Acts of 1827-28, pp. 21-27.

[3] A sketch of Dr. Cossitt is to be found in Collins's History of Kentucky, Vol. I, p. 435, where the name is incorrectly spelled Cassitt.

[4] From American Almanac for 1834.

l, ancient languages; Livingston Lindsay, mathematics and natu-
ilosophy; Rev. A. Shelby, steward and superintendent of farm.
order to carry out one of the special objects of the institution,
ction in theology was also given by President Cossitt and Pro-
r Beard.

college had early in its history a library of several hundred
nes and a respectable chemical and philosophical apparatus, and
much excellent educational work, particularly in furnishing its
ch with well-trained ministers. It had up to 1842 an annual
ge attendance of about 60 students, and its graduates up to
time numbered 52. Its manual-labor feature, although we are
med it was considered a great benefit in 1832,[1] had before long
d not suited to the ideas and habits of those who could be chiefly
ded on to patronize the institution, and so was not a success,
much financial embarrassment had also arisen and a number of
ges in the faculty had taken place.

e state of its affairs had become such as to cause the church as
ole to lose hope in its success under the conditions then existing
rinceton, and so the general assembly of 1842 gave up the insti-
n as a general church enterprise and transferred its patronage
mberland University, then founded at Lebanon, Tenn., which
had offered considerable financial inducements and was consid-
in other respects a more desirable location than Princeton for a
al church institution. Dr. Cossitt, who became the president
e new university, with all of the professors at Princeton but one,
ved to Lebanon in February, 1843, and so old Cumberland Col-
may be said to exist yet in the newer Cumberland University,
he leading educational institution of the Cumberland Presby-
n Church.

e college at Princeton, after having been abandoned by the
ch at large, was taken charge of by Green River Synod, and,
its manual labor department discarded, remained until 1858 a
ch enterprise. It was, however, during this period never able to
be much more than a local high school, depending on tuition
for a rather precarious existence, and was finally abandoned
either by the church.

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[1] Barnard's American Journal of Education, vol. 27, p. 455.

## SHELBY COLLEGE, SHELBYVILLE.

The facts obtainable in regard to the history of Shelby College, at one time somewhat prominent among the educational institutions of the State, can be stated in a comparatively few words.

The college was founded at Shelbyville in 1836,[1] and in 1841 took on the denominational feature characteristic of most of the colleges of the State by coming under the management of the Episcopal Church. It was controlled by that church for thirty years, although it seems not to have been supported by the denomination with very great unanimity.[2]

The college building was a handsome brick structure, 142 feet long by 70 feet wide, and its grounds embraced 18 acres. There was also a president's house in addition to the main building.

The president of the institution during most of its history was Rev. W. I. Waller, M. D., a prominent Episcopal clergyman. The Episcopal Seminary, formerly associated with Transylvania University during the presidency of Rev. B. O. Peers, seems to have been operated for a time in connection with the college, which during its existence educated many young men for business life and for the various professions.

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## EMINENCE COLLEGE, EMINENCE.

Eminence College furnishes in its history a good example of what can be done by individual ability and enterprise in the field of education. It is also an excellent illustration of the result of all educational undertakings which depend solely upon personal initiative. The history of Eminence College is an epitome of a large part of the educational services of its president, W. S. Giltner, and when he severed his connection with it the institution ceased to exist.

The college grew out of a high school established at Eminence by a number of public-spirited citizens of the community, who in 1855 had organized themselves into a stock company and founded a school, which was opened in September, 1857, with Prof. S. G. Mullins as principal. The school had been regularly chartered in 1857, but continued only one year under its original management, as the not

[1] The college was given the right on February 16, 1837 (acts of 1836–37, p. 219), to raise $100,000 by lottery. We have no account as to how much was thus realized.

[2] Craik, in his Sketches of Christ Church, Louisville, page 106, says that the vestry of that church on August 10, 1846, recommended that the college be abandoned by the church.

mon mistake had been made by those interested of going beyond
neans in erecting and equipping the commodious building of
stitution, so the property had to be sold and was acquired by
company with Prof. W. S. Giltner, a graduate of Bethany Col-
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ler the new order of things, Professor Giltner, who had already
veral years' successful experience as an educator, was made, in
he principal of the institution, whose patronage, chiefly through
rsonal efforts and ability, soon became large and well sustained.
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college, through an amendment to its charter secured in 1861.
soon became practically a private enterprise through the acqui-
of at least a large part of its stock by its president.

institution had sent forth its first graduating class of seven
ers in 1860, from which date it continued in successful opera-
or about thirty-five years, during which its annual matricula-
as comparatively large, having been quite good even during the
war. Up to 1877 it had an attendance annually of from 126 to
udents, and its graduating class each year numbered from 1 to
ts attendance declined considerably after 1877, but continued
good even down practically to its close. During its existence
atriculates, who were about equally divided between the sexes,
ented as many as eleven States of the Union and one foreign
ry.

original high school had been coeducational, and this feature
ngrafted upon the college, which claims to have been the first
e in Kentucky[1] to advocate and adopt the policy of coeducation.
ate boarding departments and study halls were maintained for
o sexes, but the general educational privileges of the institution
shared equally by them. The college maintained a special
for girls who did not wish to take the longer and stronger
intended primarily for boys. In this course diplomas and not
s were conferred. The more advanced course, which was taken
ny of the girls with eminent success, led to the degrees of bache-
arts and bachelor of science, and embraced the departments of
t languages, mathematics, physics and chemistry, mental philos-
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from the beginning, while in 1880 a commercial department was
ed, and in 1885 a normal department, intended especially to
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al apparatus, a good mineralogical cabinet, and a moderate-
reference library. The faculty of the college contained as a rule

[1] Sketch of Eminence College, page 4.

from seven to nine members, and throughout its history it maintained four regular academic professorships.

Eminence College never had any endowment, and its prosperity, at least during most of its history, was due entirely to the personal exertions of its president. That it performed efficient educational services is shown by the success achieved by its graduates, who numbered altogether, up to 1893, inclusive, 235, and were pointed to by the institution rather than "magnificent buildings and munificent endowments in proof of the hale and vigorous life"[1] prevailing there. Many of its alumni have taken an honored rank in the various learned professions, there being among them prominent teachers, editors, ministers, lawyers, and physicians.

The college was closed in February, 1895, principally because it had ceased to be a financial success, President Giltner determining at that time to retire from active participation in its management. Its property has since been used for private purposes. When Professor Giltner's forceful personality was withdrawn and no similar impetus was at hand, nothing was left upon which the perpetuity of the institution might be based. On the other hand, if its equipment had been owned and controlled by some permanent organization, as, for instance, a religious denomination, it would have been much more likely, independent of any question of endowment, to have had a continuous existence and to have perpetuated its educational usefulness, although its efficiency at any given time would, of course, have largely depended upon the one actually in charge of its executive affairs. In the history of such institutions as Eminence College lies a useful public lesson.

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[1] Historical Sketch, page 8.

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[illegible]

portion of its history the institution was conducted by the secular clergy of the church, and was for most of the time operated in close connection with the diocesan seminary.

In June, 1848,[1] the Jesuits of the province of Missouri, at the solicitation of Bishop Flaget, who was always much inclined toward their order as a teaching organization, and had offered to them the control of the college in 1829, just prior to their assuming the administration of St. Mary's College, took charge of St. Joseph's, which was opened under their management in the following September, with Rev. Peter J. Verhaegen, formerly president of the University of St. Louis, as its new president. There was a fair showing of students at the opening of the new administration, and their numbers increased during the first session. The college afterwards had numerous students, particularly from the South, and was uninterruptedly prosperous until closed by the civil war in 1861.

The other presidents during the period of Jesuit control, besides Father Verhaegen, who remained at the head of the institution for three years, were Fathers Emig, D'Hoop, Coosemans, and de Bluck.

In 1852, during the administration of Father Emig, a large additional building, to be used as an infirmary and for class-room purposes, as well as to furnish splendid quarters for the college museum, was erected. A number of other additions and improvements to buildings and grounds were also made during this period, and the old college debt was finally fully expunged. The institution had continued to grow in public favor, but in 1861 its buildings were seized and occupied for some time by the Federal authorities for hospital purposes, and its exercises were not resumed for several years. The college was never reopened by the Jesuits, who, in 1868, owing to a misunderstanding with the bishop of the diocese in regard to a new college which they were proposing to establish in Louisville, gave up the management of St. Joseph's and withdrew from the State. The college property had only been held in trust by them, and upon their departure was transferred to the bishop free from the old debt which they had liquidated. It reverted to its former plan of management and was placed under the direction of the secular clergy.

From 1869 to 1872 the buildings were occupied by the preparatory Theological Seminary from St. Thomas, with Rev. P. de Fraine as superior. In 1872 a limited number of students, besides those studying for the priesthood, were again admitted, and Rev. M. M. Coghlan became president and remained at the head of the institution until his death in March, 1877. In September, 1877, Rev. W. J. Dunn became his successor and was in turn succeeded by Rev. C. J. O'Connell at the end of the next year. During this period of the college's history no regular degrees were conferred, but there were two regular

[1] This date is given in Maes's Life of Nerinckx, p. 476, as July, 1848.

es maintained—the classical for the ministry and learned profes-
generally, and the commercial for mercantile pursuits.

the beginning of Father O'Connell's administration the privi-
of the institution were fully opened to all young men who were
rly prepared, and when, in 1880, Rev. W. P. Mackin became
lent the A. B. degree was restored and a scientific course also
uted. The college had at that time a good library and extensive
tific apparatus, and was well prepared to supply the educational
s of the time. Its faculty between 1873 and 1885 contained from
' members, and its students varied in number from 76 to 108.

ring the later portion of the institution's history it had been
r the charge of the secular clergy of the diocese, while St. Mary's
ge, the other male college of the church in Kentucky, was being
ucted by the Fathers of the Resurrection, a strong and well-
nized teaching order. As both of these institutions necessarily
their students largely from the same territory, the competition
ch was a considerable hindrance to the other, so, in August,
the bishop of Louisville, thinking it wise to concentrate the
ational efforts of the church in one institution, which might thus
tter equipped and in every way more efficient, caused St. Joseph's
closed and St. Mary's made the official college of the diocese as
necessor of both institutions. So while St. Joseph's has ceased
ist as a separate institution, it yet, in a sense, lives in St. Mary's
buildings of St. Joseph's since it was suspended have been used
e of the male orphanages of the diocese. The college has been
d in such a way as not necessarily to remain closed entirely in
future, and if future circumstances shall render its reopening
able it may resume its historic career.

history, especially for about thirty-five years prior to 1884, is
a distinguished one, and is the more remarkable from the fact
all of its work was accomplished without any endowment and
upon the income derived from tuition fees. During its existence
graduated a number of students who afterwards reached posi-
of great prominence as governors, members of Congress, lecturers
tors, preachers, jurists, physicians, lawyers, and politicians
ed States Attorney General Garland; Governor Powell, of Ken-
y, Governor Wickliffe, of Louisiana; Hon. Thomas C. McCreery,
others are among its noted alumni.


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## CUMBERLAND COLLEGE, PRINCETON.

Cumberland College was established at Princeton, Ky., in 1826 by the Cumberland Presbyterian Church, from which it derived its name. It was one of the first, if not the first, of the institutions in the State to make anything like an adequate test of a system of manual labor as a part of its regular work. A large farm was attached to the college, upon which all students were required for some time to labor two hours each day. They also all took their meals at a general boarding house.

The preliminary steps looking toward the establishment of the institution were taken by Kentucky Synod of the Cumberland Presbyterian Church in 1825, when it was resolved by that body, with great unanimity, to found a college in which its ministry, especially, might be properly educated. The manual-labor system was ingrafted upon the institution in order to diminish the expense[1] of attendance and at the same time promote health and practical habits. The college was chartered by an act of the State legislature approved January 8, 1827,[2] by the terms of which it was placed under the management of a board of not more than eleven nor less than seven trustees, who were to be appointed by Kentucky Synod. The students also might be required to labor as much as three hours a day "on the farm attached to the college." The institution was later taken under the care of the general assembly of the church, and became the representative institution of the whole denomination instead of Kentucky synod simply.

The college had been opened before its charter was secured, in March, 1826, and had as its first president, Rev. F. R. Cossitt,[3] D. D., who was assisted by Daniel L. Morrison, as professor of mathematics and natural philosophy, and by several young men as tutors. Dr. Cossitt was a native of New Hampshire and was educated at Middlebury College, Vermont. He was a man of culture and a writer of merit. He remained at the head of Cumberland College as long as it remained under the care of the whole church.

The original college building was a substantial two-story brick structure, 60 by 22 feet. To this was added in 1832 another similar building, 70 by 40 feet. There was at that time also a dormitory for students. Professor Morrison had resigned in 1830, but his place had been supplied, and another regular professor had been added to the faculty, which in 1833[4] was composed as follows: Rev. F. R. Cossitt, president, mental and moral philosophy and belles-lettres; Rev. R.

[1] The American Almanac for 1833 gives the total expenses of a student under the system as $80 a year.

[2] Acts of 1827-28, pp. 21-27.

[3] A sketch of Dr. Cossitt is to be found in Collins's History of Kentucky, Vol. I, p. 435, where the name is incorrectly spelled Cassitt.

[4] From American Almanac for 1834.

l, ancient languages; Livingston Lindsay, mathematics and natu-
ilosophy; Rev. A. Shelby, steward and superintendent of farm.
order to carry out one of the special objects of the institution,
ction in theology was also given by President Cossitt and Pro-
r Beard.

e college had early in its history a library of several hundred
nes and a respectable chemical and philosophical apparatus, and
much excellent educational work, particularly in furnishing its
h with well-trained ministers. It had up to 1842 an annual
ge attendance of about 60 students, and its graduates up to
ime numbered 52. Its manual-labor feature, although we are
med it was considered a great benefit in 1832,[1] had before long
d not suited to the ideas and habits of those who could be chiefly
ded on to patronize the institution, and so was not a success,
much financial embarrassment had also arisen and a number of
ges in the faculty had taken place.

e state of its affairs had become such as to cause the church as
ole to lose hope in its success under the conditions then existing
rinceton, and so the general assembly of 1842 gave up the insti-
n as a general church enterprise and transferred its patronage
umberland University, then founded at Lebanon, Tenn., which
had offered considerable financial inducements and was consid-
in other respects a more desirable location than Princeton for a
al church institution. Dr. Cossitt, who became the president
e new university, with all of the professors at Princeton but one,
ved to Lebanon in February, 1843, and so old Cumberland Col-
may be said to exist yet in the newer Cumberland University,
he leading educational institution of the Cumberland Presby-
n Church.

e college at Princeton, after having been abandoned by the
ch at large, was taken charge of by Green River Synod, and,
its manual labor department discarded, remained until 1858 a
ch enterprise. It was, however, during this period never able to
me much more than a local high school, depending on tuition
for a rather precarious existence, and was finally abandoned
either by the church.

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[1] Barnard's American Journal of Education, vol. 27, p. 335.

## SHELBY COLLEGE, SHELBYVILLE.

The facts obtainable in regard to the history of Shelby College, at one time somewhat prominent among the educational institutions of the State, can be stated in a comparatively few words.

The college was founded at Shelbyville in 1836,[1] and in 1841 took on the denominational feature characteristic of most of the colleges of the State by coming under the management of the Episcopal Church. It was controlled by that church for thirty years, although it seems not to have been supported by the denomination with very great unanimity.[2]

The college building was a handsome brick structure, 142 feet long by 70 feet wide, and its grounds embraced 18 acres. There was also a president's house in addition to the main building.

The president of the institution during most of its history was Rev. W. I. Waller, M. D., a prominent Episcopal clergyman. The Episcopal Seminary, formerly associated with Transylvania University during the presidency of Rev. B. O. Peers, seems to have been operated for a time in connection with the college, which during its existence educated many young men for business life and for the various professions.

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## EMINENCE COLLEGE, EMINENCE.

Eminence College furnishes in its history a good example of what can be done by individual ability and enterprise in the field of education. It is also an excellent illustration of the result of all educational undertakings which depend solely upon personal initiative. The history of Eminence College is an epitome of a large part of the educational services of its president, W. S. Giltner, and when he severed his connection with it the institution ceased to exist.

The college grew out of a high school established at Eminence by a number of public-spirited citizens of the community, who in 1855 had organized themselves into a stock company and founded a school, which was opened in September, 1857, with Prof. S. G. Mullins as principal. The school had been regularly chartered in 1857, but continued only one year under its original management, as the not

[1] The college was given the right on February 16, 1837 (acts of 1836–37, p. 219), to raise $100,000 by lottery. We have no account as to how much was thus realized.

[2] Craik, in his Sketches of Christ Church, Louisville, page 106, says that the vestry of that church on August 10, 1846, recommended that the college be abandoned by the church.

school system made little apparent progress, although public sentiment was somewhat cultivated in its behalf, as shown by the support given it in the next administration.

Rev. Robert J. Breckinridge, D. D., was appointed superintendent on September 14, 1847, and at once took up the cause of popular education with enthusiasm. It was largely through his indefatigable efforts that the next important steps in the progress of the system were made. He first secured, in 1847 and 1848, the issue of a new bond for the State school fund, which included all the arrears of interest due and made the bond a total of $1,225,768. Also, by an act of February 26, 1849, he secured the submission to popular vote of the proposition to levy a tax of 2 cents on each $100 of property in the State to furnish additional revenue for the school system. This proposition was ratified by the people at the polls in the following August by a large majority.

Dr. Breckinridge also, by the help of such members of the constitutional convention of 1849 as Larkin J. Proctor, John D. Taylor, William K. Bowling, Ira Root, Thomas J. Hood, Charles A. Wickliffe, and Thomas J. Lisle, succeeded in making another great gain for the system by having the school fund declared inviolable for the purposes of common-school education by the new constitution and also by having the superintendent of public instruction made a regular State officer, to be elected by the people. Article XI, section 1, of this constitution, proclaimed on June 11, 1850, declares that the former common-school fund, "together with any sum which may hereafter be raised in the State, by taxation or otherwise, for purposes of education, shall be held inviolable for the purpose of sustaining a system of common schools."

Another advance in progress was accomplished by Dr. Breckinridge when, in March, 1850, against the strenuous opposition of Governor Helm, he succeeded by legislative action in having the school fund considered a part of the regular State debt, the interest of which was payable out of the sinking fund and was one of the first charges against the State revenues. The year 1850, in which the last of these important gains was secured, may be said to be the one in which the public-school system of Kentucky was first regularly organized. Dr. Breckinridge's services in its behalf were certainly very great, and he may as truly be called the father of the actual system as Rev. B. O. Peers is of the public opinion which called it into existence.

Dr. Breckinridge's labors were indorsed in 1851 by his being elected superintendent by the vote of the people, and during the remainder of his administration he endeavored especially to bring the people as far as possible to a proper appreciation of their public schools. Like Mr. Peers, he made use of educational conventions for the purpose of bringing public opinion into line with his educational policy. A large convention of the friends of the public-school system

nder his leadership at Frankfort in November, 1851, and another 2, which, by their discussion, did much for the cause throughout tate.

Breckinridge resigned his position as superintendent on Octo- 2, 1853, to accept a chair in Danville Theological Seminary, of he was one of the principal founders, and whose work he con- d as of a higher character of usefulness. His services as super- lent may, in general, after the manner of his last report, be sum- ed as follows: He had had restored and augmented a large school which had been made sacred to its object by the State constitu- had inaugurated a complete system of schools in their lowest ; had had hundreds of schoolhouses erected, and had aroused a public interest in favor of education throughout the State. His cessors had done much to create a healthy public sentiment, upon the foundation they had laid he had built wisely and well. 1853 the common-school system was in operation in every county s State, but its workings were crude and the quality of education nished poor, as the salaries it offered could only call into its e an inferior grade of teachers. The State educational fund at ime consisted (1) of the bond of the State, amounting to $1,326,- (2) of $73,500 in stock of the Bank of Kentucky, purchased by perintendent in 1839; (3) of the 2 cents ad valorem tax of 1849, had since been supplemented by some other small taxes. The e from the fund was about $80,000 a year, and that from taxes 52 $133,680. The combined revenue from all sources only fur- l a per capita allowance of 60 cents to each child of school age State. How much the system lacked of being in anything like ete operation was shown by the fact that of the 207,210 school en reported as being in the State, only 76,429 were in school.

## THE PROVISION OF AN ADEQUATE STATE REVENUE.

Breckinridge's able and persistent efforts had converted the school system from what had been largely a mere form into an ization which possessed the elements of vitality. The system, ever, still lacked two things essential to its highest efficiency as the passage of laws needed to perfect the details of its organi- and adapt it to the special educational wants of the people of ate; the other was to provide for it an adequate general revenue. State common-school laws had been revised in 1852, contrary to shes of Dr. Breckinridge in a number of respects, but, although portant to the principle that all schools should be free was introduced, [illegible] was made in organization and none was made [illegible] years. The educational energy of the State for the [illegible] was mainly absorbed in supplying the second of [illegible] need needs, the lack of an adequate revenue, which,

however, carried along with its most progressive step in 1869 a considerable improvement also in the legal status of the school system.

Dr. Breckinridge's successor as superintendent was John D. Mathews, D. D., who served from 1853 to 1859, having been appointed to fill out his predecessor's term and then elected by the people, in August, 1855. During his term of office, by an act approved March 10, 1854, and ratified by a very large popular majority in August, 1855, the ad valorem school tax was raised from 2 cents to 5 cents. We have already recounted in another connection how in 1856 Transylvania University was converted into a State normal school, as a much-needed head of the State public-school system, an experiment which was at that time a failure.

Robert Richardson, A. M., was superintendent from 1859 to 1863, and Daniel Stevenson, D. D., from 1863 to 1867. During this period, in which no material organic changes were made in the school system, it was ably and faithfully administered and made some progress, at least in public regard, if not otherwise. Its operations during part of the time were considerably disturbed by the civil war. The loss of property due to the overthrow of slavery had also caused its income to decrease, the per capita in 1867 being 72 cents, whereas in 1863 it had been $1.10. Dr. Stevenson said of the system, just before the close of his administration, that its condition was very much what it had been twenty-five years before.

In 1867, after peace and comparative order had been restored, a new era of progress began, under Supt. Z. F. Smith, who had been elected in August of that year, and served until 1871. Mr. Smith began his administration with a progressive programme of action, which he submitted to the people in a special report, accompanying Governor Stevenson's message of December 2, 1867. His ideas were based on having the means of the system increased and its organization improved.

The main features of his plan were as follows: To have the ad valorem State tax increased from 5 to 20 cents on the $100, to which a poll tax of from $1 to $2 per capita was to be added; to grant to districts the right to vote an additional tax of 30 cents on the $100, in order to provide schoolhouses, lengthen the school term, and pay better salaries to teachers. Also to have the school law so reconstructed as to secure improved schoolhouses, uniformity of text-books, better qualifications of teachers, greater power for local school officers, and other desirable results. His programme also included more advanced ideas, such as the establishment of a State normal school, the formation of teachers' institutes and associations, and other progressive features, many of which have since been adopted.

His proposition to submit the question of an additional tax of 15 cents to the people was passed by the legislature on January 22, 1869, and was approved by the people in the succeeding August. Soon

a greatly improved school law was adopted, although it was not
iat Superintendent Smith would have had it, as it contained
objectionable features of the old law. When this new law
fully into effect, on July 1, 1870, the public-school system of
icky may be said to have entered upon a fourth era of progress.
hin a year a great and vital impetus was imparted to it, as may
arly seen by a comparison of the statistics of the school years
69 and 1870–71, the last full year under the old system and the
ne under the new. The number of schools taught had increased
,477 to 5,177; the amount expended for schools from $275,113.61
9,672, the latter making a per capita allowance of $2 per scholar
d of 73 cents, as under the former, although there had been an
se from 376,868 children of school age to 389,836.

ides these organic advances during Superintendent Smith's
istration, the discussion of the cause in the legislature and the
ents advanced in its behalf by the superintendent and other
s friends, through the State press and otherwise, did much to
n in its behalf a deeper and more widespread public interest
formerly, and one which would later demand a more liberal
ficient system. The work accomplished during the administra-
ay be summed up in general, according to Collins, as follows:
mount of State funds distributed had been greatly enlarged; the
er of schools taught increased, as well as the average attend-
n these; and the character of the teachers, and consequently
ality of education given, greatly improved.

LATER DEVELOPMENT.

condition of the public-school system of Kentucky for the last
y-eight years has been one of uniform and steady progress in
t all directions, particularly in the matter of the perfection of
ganization and the continued growth of a healthy public senti-
especially locally. Some notice will now be taken of the various
ssive steps that have occurred under the different superin-
nts' administrations.

1871 H. A. M. Henderson, D. D., LL. D., succeeded Mr. Smith
erintendent and served efficiently for eight years, being indorsed
people, by reelection, in 1875. Superintendent Henderson did
toward perfecting the statistical blanks of his department, in
completely organizing institutes, first inaugurated in the pre-
administration and very efficient in improving the qualifications
chers, and also in remodeling the school law to suit the wants
State. The general statutes of 1873 made important and valu-
changes in this law, especially by reintroducing the plan of
t taxation as supplementary to the income derived from the

1879 J. D. Pickett, LL. D., was elected superintendent. He
l continuously until 1891, during which time several laws of

importance were passed. By an act approved April 24, 1882,[1] the per capita for white and colored schools was equalized and a vote on an additional 2 cents ad valorem tax authorized, while at the same time the school fund secured its just proportion of the tax on railroads and other corporations. The additional 2 cents tax was ratified at the polls in the following August.

An act of May 12, 1884, secured quite an advance for the system by substituting county superintendents, elected by the people, instead of the previous county commissioners appointed by the county courts. It also improved the course of study, made better arrangements for building schoolhouses, reduced the size of districts, and provided for State as well as county institutes. It was amended on May 17, 1886, in such a way as to improve the qualifications of teachers. Several steps of advancement outside of these laws are noticeable during Superintendent Pickett's administration, such as the lengthening of the school term, the improvement in average attendance, the increase in the amount of local taxation levied, and the establishment of graded schools in a number of towns and cities.

E. P. Thompson became superintendent by popular election in 1891. The new State constitution adopted in this year, besides putting the former school fund, and its additions as well, on the old basis of being inviolably devoted to public schools, added, by section 188, to the previous school fund the direct-tax fund of $606,641.03, which had been returned to the State by a Congressional act of March 2, 1891. A new State bond, bearing 6 per cent interest, was issued for this amount on March 12, 1892. On July 6, 1893, the school laws were systematized and codified in conformity with the new constitution. Superintendent Thompson says[2] of this law: "Under its express and constructive provisions an organization is assured that will be not only symmetrical and consistent, but adapted to present needs and promotive of normal development." The principal new features of this law were, that it required all schools to be graded and to be at least five months in length each year; that it made county teachers' associations obligatory, and provided for county teachers' libraries.

The administration of Superintendent Thompson is marked especially by the establishment of well-organized graded schools in almost all the populous communities in the State. The average school attendance also considerably increased during his term of office, while

[1] Schools for the colored population of the State were first provided by the act of February 14, 1866, which appropriated for their schools all the taxes paid by the race in the State except enough to support their paupers. By an act of March 9, 1867, a poll tax for school purposes was laid on all males of the race over 18 years of age. By an act of February 23, 1874, all fines and forfeitures paid by the race were added to their school fund and all moneys from the sale of public lands set apart by the United States until the per capita of the race should equal that of the whites.

[2] Report of 1893-94, p. viii.

was a considerable enlargement of local taxation supplementary State fund, already augmented by the direct-tax fund. These onal means made it possible for the average wages of teachers advanced somewhat, and consequently their qualifications were ie degree improved.

January, 1896,[1] Superintendent Thompson was succeeded by Davidson, who is the present official head of the State public system. The principal event of Superintendent Davidson's istration has been the passage by the legislature of a compulsory law, approved March 28, 1896, which requires at least eight ' continuous attendance at school annually on the part of all en between 7 and 14 years of age. Statistics seem to indicate his act has, during the past two years, considerably increased the ge attendance of the public schools of the State.

progress of the public school system of Kentucky in recent may be readily seen by a comparison, in a general way, of the statistics for the years 1870–71 and 1895–96. The number of s taught had during this time increased from 5,177 to 8,143, he amount expended for schools from $779,672 to $3,028,432.[2] gave a considerably larger per capita allowance, although the er of children of school age had increased from 389,836 to 9.

sources of State school revenue in 1897 were the following: (1) nterest at 6 per cent on the permanent school fund, composed of ind of $1,327,000,[3] and the bank stock of $73,500 held by the in 1870, and the direct-tax fund of $606,641.08 of 1891;[4] (2) of tax of 22 cents on each $100; (3) of forty-four eighty-fifths of es on railroads, banks, and some other corporations.

organization of the system, during the period referred to above, so been greatly improved in almost all respects, especially in ising in dignity and importance of the office of State superin- nt and the conferring of greater powers upon its incumbent. reatest weakness of the organization at present is the local e system, which is of such a character that, at least until public nent is greatly improved, it does not guarantee the appointment ient teachers for the schools, especially in the country districts. public opinion has much improved of late years, as is shown by rge increase during that time of local taxation for school pur-

The further enlargement of local taxation is, however, the ing needful, in a financial way, for a larger general success of

[1] Under the State constitution of 1891 the superintendent goes into office in January instead of in the summer, as before. This made Superintendent Thompson's term little more than four years.

[2] Report of the Commissioner of Education for 1896-97, p. LXIX. Of this total $1,079,254 came from local taxation and $1,904,390 from State taxation.

[3] Fixed at this amount by act of March 21, 1870.

[4] There is also a surplus fund going to the various counties of $381,996.08

the public schools of the State. Kentucky already grants as a State one of the largest per capita allowances to her public schools of any State in the Union, and further increase of State taxation is, by those who are well informed on the subject, not thought to be desirable. An improvement in the local support of schools, which will cultivate the proper public interest, is, however, much needed in the State.

According to the recommendations of Mr. Davidson and other recent superintendents, other improvements are needed to bring the system up to what it should be and to make it compare to the best advantage with the more advanced systems of other States. Among these may be mentioned the lengthening of the required school year to at least seven months, the establishment of not less than two additional training schools for teachers, in addition to the one already connected with the State college, and also the introduction of better methods of employing teachers. This last object would be largely brought about by a proper change in the method of selecting local school trustees.[1] It can probably be fairly said that few, if any, of the States of the Union have, in recent years, made more rapid or better progress than Kentucky in the organization of an efficient system of public schools. Her school system is doubtless much less advanced than that of a number of the States more favorably situated in various ways, but its condition for the future is one of great hopefulness.

### STATE ELEEMOSYNARY INSTITUTIONS.

The public-school system of Kentucky in its legal organization includes not only the public schools proper, but also the Agricultural and Mechanical College, the State Normal School, and the various institutions intended for the education of the children of the State who are defective in such a manner as not to be able to attend with advantage its public schools. Kentucky has provided well for these classes by the establishment of institutions for the education of the blind, of deaf-mutes, and of feeble-minded children. The other parts of the system having been described, a general idea will here be given of these institutions, in order to give a complete view of the State's educational policy.

The Kentucky Institution for the Education of Deaf-Mutes was established in 1823 and is located at Danville. It is open to all children who are deaf, between 8 and 18 years of age, to whom it gives a public-school education, in addition to which the boys are given manual-labor training and the girls are taught the domestic arts, all being required to labor two hours and a half each day. A department for colored children was added to the school in 1885. The institution

[1] An improvement in this regard was provided by the legislature of 1898 by having the trustees elected after the schools begin, thereby preventing to some extent the attempt of prospective teachers to influence their election.

e combined oral and manual methods of instruction. Augustus ; is the present superintendent.

Kentucky Institution for the Education of the Blind was d in 1842 and is located in Louisville. It has a fine main build- th accommodations for 100 pupils, used for white children, and ate building for colored children, which will accommodate 25. uildings are splendidly located in a beautiful park of 25 acres. hool is under the charge of a board of nine citizens of Jefferson ', appointed by the governor. It receives all children between 18 years of age who can not see well enough to study in the schools. To these it aims to furnish a good grammar-school ion, with special instruction to all in manual training and ic economy, and a good musical education to those who are e of taking it. The present superintendent is B. B. Huntoon.

Kentucky institution for the training and education of feeble- l children is situated near Frankfort, and was organized in Its grounds contain 95 acres of good blue-grass land. The tion receives children between 6 and 18 years of age who are so ve as not to be able to pursue with success the educational ls ordinarily used in the public schools, and yet are capable of ng some mental training. To these it imparts such elementary tion as they are able to receive, while at the same time teaching e rudiments of some useful trade. The school has been partic- unfortunate in the way of fires. The first building, a frame one, rned about 1867. It was replaced by a handsome brick struc- hich was burned in 1888. A new brick building which was rected was also destroyed by fire on September 1, 1896. The t building, which is the best proportioned and most convenient was occupied on January 1, 1898. This school, as well as all the leemosynary educational institutions of the State, requires the ts attending it to pay a moderate charge for their education, as they are able. Dr. J. P. Huff is its superintendent.

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## PUBLIC-SCHOOL SYSTEM OF LOUISVILLE.

The development of a system of schools in the city of Louisville has been quite progressive, having been, as a rule, quite in advance of the educational policy of Kentucky and even, in some particulars, of the country at large. A sketch of it will therefore be historically valuable as well as interesting, and is accordingly given in this connection. Butler says,[1] in speaking of the little Kentucky had done for public elementary education in 1834, "To this remark the city of Louisville presents a proud exception and a model for the rest of the State."

We have already, in tracing the history of Jefferson Seminary, noticed that at the founding of that institution in 1816 there were in Louisville a number of schools of the "Old-field" type, for which the new seminary was to be a finishing school. None of these schools were, however, free, as tuition was charged in all of them, the usual rate being $2.50 a quarter.

The foundation of the present public-school system of Louisville is to be found in a provision of section 12, article 11, of its first city charter, granted on February 13, 1828, which says:

> The mayor and councilmen shall have power and authority to establish one or more free schools in each ward of said city, and may secure donations of real and personal estate to erect the necessary buildings and to provide the necessary means for their maintenance, and may supply the funds from time to time by a tax on the ward or wards where such school or schools shall be established.

This provision was somewhat deficient, especially in providing no funds for building purposes, but was in advance of any action yet taken by the State and even, as we shall see, somewhat of public opinion in the city at the time.

On April 24, 1829, the city council, upon the previous recommendation of John C. Bucklin, the first mayor of the city, "that steps be taken looking to the adoption of some well-digested system for establishing a permanent free school," passed an ordinance establishing a public school, on the Lancastrian or monitorial plan, to be free to all white children between 6 and 14 years of age. This school was to be managed by a board of six trustees, appointed each year by the mayor and city council.

Soon afterwards the trustees elected Mann Butler, then at the head of Jefferson Seminary, as the principal of the proposed school, and appropriated $150 for him to go east to examine the Lancastrian system, then in use in New York, Boston, and other cities. He returned in August heartily in favor of the system, which was first put in operation in the upper story of the old Baptist Church, on the southwest corner of Green and Fifth streets, where the first public school in Louisville and in Kentucky was opened on August 17, 1829, under

[1] History of Kentucky, p. 188.

atler, with Edward Baker as assistant. The principal's salary
'50 annually; that of the assistant, $400.

s school was free the first year, the city appropriating $2,050 for
pport. Public opinion, however, does not seem to have sup-
the granting of this appropriation, and in the second year tui-
es were charged. These were retained for a number of years,
ere always moderate in amount. Pupils soon crowded into the
hool, and before the end of its first year many had to be turned
for want of room. A report of a committee of the city council,
through its chairman, James Guthrie, on November 20, 1829,
here were then 257 pupils enrolled, of whom 150 were reading
monitors and 75 without, while 30 were learning their alphabet,
erage daily attendance being 180.

nwhile, in August, 1829, a committee of the city council had
ased a lot on the southwest corner of Walnut and Fifth streets
gun the erection of a building for the school, which was occu-
he following year, and had cost, including the lot, about $10,000,
priated, it seems, from the city treasury. It was constructed of
had an imposing front of 40 feet, and a depth of 94 feet; was
stories in height, and was designed to accommodate 750 pupils.

ordinance of August 20, 1830, divided the school into a pri-
a female, and a grammar school department, each under a prin-
the first two of whom were to receive $600 each annually and
t $700. At the same time the law instituted a system of tuition
which were made $1 per quarter in the primary department and
in each of the others, the trustees having the power to remit
fees, in part or in whole, whenever in their judgment the pupils
not able to pay them. Monitors were to be used as assistant
rs.

school was opened in the new building on the first Monday in
nber, 1830, Mann Butler being principal of the grammar school,
Daniel Banks of the female department, and Alexander Ewell
primary, all ripe scholars. During this year there were 38
in attendance. The teachers certainly earned their money, for
ere required to teach from six to eight hours a day for eleven
s of the year. The course was intended to give only an ordi-
English education, although it included for a time considerable
chool work. The school had in 1832 $200 in apparatus, and
al annual cost to the city at that time was $5,070, $2,400 of
was paid by tuition fees. It had then 100 pupils in attendance.
city received nothing from the State public-school fund until
out by a legislative act of January 29, 1850, had been author-
appropriate to her public schools all escheats of property in
ty and all fines and forfeitures in the Jefferson circuit court
e courts held in the city by the mayor and by justices of the

* Louisville Directory for 1832, page 18, article by Mann Butler.

peace. We are not informed as to what income was received from these sources, but it was probably not large. We have seen that Jefferson Seminary was acquired by the city in 1830, and that it was soon made a high school, under the name of Louisville College. This gave the city quite a complete school system, composed of primary, grammar school, and high school departments.

Mann Butler remained in charge of the grammar-school department until 1834, when he resigned to accept a professorship in Transylvania University. In November of that year a remarkable step for the time was taken in establishing a night school for apprentices especially. The sessions of this school were to last four months, and its tuition fees were very small. It had, the first session, 2 teachers and 22 pupils, and the second session 1 teacher and 24 pupils. Barnard tells[1] us that, in connection with these schools, a school agent was appointed, whose duty it was to visit all the city schools quarterly and report on their condition. His yearly salary was $400. We see here one of the chief functions of a modern city superintendent. The records of the city school board of Louisville show that the duties of this school agent were soon enlarged, so as to be practically identical with those of the city superintendent of to-day.

Barnard calls[2] Rev. James Freeman Clark, appointed school agent by the mayor and city council on May 27, 1839, the first city superintendent of schools in America, but the records of the school board, then called the "board of visitors," show that as early, at least, as 1838 Samuel Dickinson had been appointed as their agent, with all the functions subsequently exercised by Rev. Mr. Clark. The title superintendent was not regularly applied to this agent until 1847, but the duties of the latter had undoubtedly been identical with those of the former for a number of years. Louisville is thus, according to Barnard, to be credited with having the first city superintendent of schools in the country, as well as establishing the first night schools.

Considerable was done between 1830 and 1840 in the way of enlarging the field of education in the city, as additional schools were established, some in buildings erected for them, others in rented buildings, so that by 1840 there were, besides the Louisville College, 7 primary schools, 6 grammar schools, and 1 night school, with an aggregate attendance of 1,287 and an average attendance of 948. The salary of the principal of the main grammar school had by this time been raised to $900, and that of the school agent to $800. The city received this year its first pro rata from the State fund, amounting to $831.20.

On May 27, 1840, an important ordinance was passed by the city council, which declared in its first section:

> That from and after the 1st of September next the monitorial system of instruction and all charges for tuition fees in the city schools be, and they are hereby, abolished.

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[1] American Journal of Education, vol. 19, p. 537. [2] Ibid., vol. 24, pp. 253-255.

s made the whole city school system free, except Louisville Col-
which still charged tuition.

n 1840 to 1850 there was no advance in the free-school idea,
that an arrangement was made, about 1845, to supply poor
en with books when necessary, but new schools were added to
already existing under the new method, until, in 1845, there were
mar schools and 15 primary schools, with an aggregate attend-
f 1,750, and an average attendance of 1,375; and in 1850 there
grammar and 18 primary schools, which received for their sup-
3,850.80 from the State and $12,651.73 from the city and had on
olls the names of 4,303 pupils. There were, in 1850, 43 teachers
sistants, who received salaries aggregating $16,050, and the
of the city school property at that time was $33,721.85. The city
ad 45,000 inhabitants and was divided into eight wards.

closing words of the fifth section of Article X of the second
narter, adopted March 24, 1851, were as follows:

es for tuition shall ever be charged in said academical department of said
sity, in said high school for females, or in said public schools of Louisville.[1]

s charter placed the property of the public schools and their
gement in charge of a board of trustees, composed of two mem-
rom each ward of the city, elected by the people of the ward.
lared that the academic department of the university should be
d in its new location and a central female high school should be
ished in 1852. It also allowed the city to levy a tax of not less
12½ cents or more than 25 cents on the $100, and to appropriate
rtion of the State school fund and all fines and forfeitures in its
, together with all escheats in its limits, to its own schools. In
on it was empowered to make a special appropriation of $75,000
ply needed school buildings.

ly in 1852, in order to put the schools on a ward basis and have
desirable buildings, all the old school property was sold and new
uitably located, purchased, $68,405 being paid out for lots between
, 1852, and May 14, 1876, and between 1857 and 1873, 20 school
ngs, all brick but one, were erected, the city having contributed,
en January 1, 1853, and February 1, 1870, $610,000 in appropria-
to its schools. When the third city charter was adopted, on
3, 1870, there were 4 intermediate, 14 district, and 4 branch
ls, most of them in much larger buildings than in 1850, with an
ment of 13,563 pupils and an annual income of $151,539.23, of
$28,529.48 came from the State. There were 267 teachers and
ants, with annual salaries of $164,265.17.[2] In 1854 the study of
an had been introduced into the schools, and, in 1870, 4,567

s made the whole city school system free. The academic department of the
sity and Louisville College nominally made a part of the University of
lle in 1846.

city then had 12 wards and a population of something over 100,000.

pupils were enrolled in the department, there being then 1 superintendent, 10 teachers, and 13 assistants connected with it, whose salaries were $15,700. In 1861 the Pestalozzian method of object teaching was introduced into the Louisville schools, mainly through the influence of Prof. W. N. Hailmann, professor of physical science in the male high school at the time, a normal school being temporarily established to facilitate its introduction.

The charter of 1870 made the tax for city schools 25 cents on the $100, a special levy of 8 cents for three years or longer, as the city council might decide, being allowed, in addition, to supply buildings as needed. In the matter of providing for the education of the negro only has Louisville ever been behind the State of Kentucky in educational policy. The State passed its first law looking to the establishment of schools for its colored population in 1866, but the first step looking in this direction was not taken by Louisville until 1867, when, by an amendment to the city charter, all taxes paid by the negroes of the city were set apart to provide separate schools for their children.

Nothing was accomplished under this act, but section 86 of the charter of 1870 made a similar provision, and, by a liberal interpretation of this charter, the city soon went far ahead of the State in providing schools for the race. In the latter part of 1870 two colored schools were opened with 3 teachers each and an enrollment of 457 pupils. The first colored high school building, a very handsome and well-equipped one, was dedicated on October 7, 1873, there being then three other buildings for the race accommodating 1,000 pupils. The running of these cost the city more than $3,000 a year above the taxes received from its colored population, which was something less than $2,000. The number of these schools was further increased in the next few years so that when, in 1882, the schools for the two races were put upon the same basis by State action, Louisville already had quite well provided for the education of her colored population.

The history of the school system of Louisville since 1870 has been one of continued and uniform progress in other directions besides that just indicated. In 1880 an additional tax of 5 cents on the $100 was imposed to meet growing needs. In that year the income of the schools from city taxation was $160,079, whereas in 1870 it had been $139,366. The amount received from the State fund in 1880 was $50,964. In 1881 the total income of the Louisville schools was about $300,000. At that time there were 31 schools with 328 teachers and an average attendance of 14,992 pupils, the city school property then being valued at $847,338.20.

The charter of 1893, passed in order to conform the city government to the new State constitution of 1891, retained practically intact the previous city school system, in the organization of which it made no material changes, the control of the system being vested in two trustees

d from each of the seven legislative districts of the city instead
o from each ward as formerly. According to it, the city tax,
for school purposes, was made not less than 33 cents on the $100.
rowth of the system in recent years may be seen from the fol-
g statistics for the school year ending June 30, 1897: There were
44 schools, 39 ward schools, primary, secondary, and interme-
besides 4 high schools (including the manual training school),
normal school, with a total enrollment of 26,242 pupils, and
verage attendance of 19,830; the total number of teachers
556. The school property was valued at $1,047,280, and the
furniture and apparatus at $88,690. The money received from
ate was $176,310.80; from city taxes $326,154.35, and the total
ses for the year were $526,360.10, of which $356,511.58 was paid
achers' salaries.

ch of the success of the present school system of Louisville is
the excellent superintendents of schools the city has had the
fortune usually to secure. Of these, George H. Tingley, jr.,
ves especially to be mentioned on account of his long and able
es. Mr. Tingley had become a pupil of the city schools almost
the inception of the system, was later a teacher and then a trus-
He was elected superintendent in September, 1863, and served
nuously until his resignation on October 7, 1894, having labored
ully in behalf of the system, either as teacher, trustee, or super-
lent, for over fifty years. He was succeeded by the present
nt superintendent, E. H. Mark.

of the most prominent features of the development of the
l system of Louisville in recent years has been the more com-
organization and enlargement of its higher departments. These
t at present of four high schools, including the manual training
l, and a normal school, and are worthy of some notice in this
ction.

have seen that the school known at different periods in its his-
as Jefferson Seminary, Louisville College, and the academic
tment of the University of Louisville had long served as a high
l for the boys of the city. By the charter of 1851 it was regu-
converted into the city male high school, which it has since
ned. This transformation and the change to the new location
building of the law department of the university, which it has
occupied, do not seem to have been carried out until 1856, when
am Harney became its first regular high school principal. It has
had 11 other principals, for longer or shorter periods of service.
school now has a faculty of 10 teachers and an excellent high
l course, which prepares for the best colleges and universities
or business life. It usually has about 300 students and about
duates annually.

A female high school was also provided for by the charter of 1851, to be established in the next year. It was not opened, however, until 1856, when it was located at the southwest corner of Fifth and Walnut streets, and had J. C. Spenser as its first principal. It has since had three other principals. After having had temporary quarters in three other buildings, the school was finally located in 1873 in the building it has since occupied on First near Chestnut street. This building when erected was one of the largest and finest of its kind in the country, costing with its furniture something over $115,000.

The course of the school is very similar to that of the male high school, but substitutes for Greek something in the way of what is usually denominated ornamental education. The present faculty is composed of 19 teachers. The usual attendance is about 600 annually, and the graduates generally number about 50. Its present building has been overcrowded for several years, and arrangements have consequently been made to erect for it a fine new building at Fifth and Hill streets. When the school has been transferred to this building, its present building will probably become a home for the male high school, which, besides having no permanent location, has also been cramped for space.

The importance of manual training had for some time been appreciated by the school authorities of Louisville, and efforts had previously been made to furnish facilities in this department before the first preliminary steps looking in this direction were actually taken in September, 1890, when a manual-training department was attached to the male high school. This had since been in operation with considerable success when, on May 2, 1892, Mr. A. V. Dupont, a wealthy citizen of Louisville and an enthusiast for such education, proposed to build and equip for the city, at his own expense, a first-class school building for manual training, with accommodation for 300 pupils, provided the city would establish a manual-training high school as a part of its regular school system. This proposition was accepted, and the building, which is a handsome one, with a complete modern equipment, was partly occupied in October, 1892.

The school was fully inaugurated in the autumn of 1893, with H. G. Brownell as its first regular principal. He is at present assisted by a faculty of 12 other teachers. The course of instruction, while putting great emphasis upon drawing and shop work of all kinds, also includes elementary science and mathematics, together with English, German, history, and civics. Something over 200 pupils have attended the school annually since its establishment, and the graduates during the last four years have averaged something over 20 each year.

A colored high school, known as the Central School, was, as we have seen, established in 1873. It has a faculty of seven teachers and a

e including the departments of psychology and logic, English, y, mathematics, natural science, and Latin. Its annual matric- n averages about 200, of whom 20 are usually graduated.

egular city normal school was established in 1871, as a necessary lement to the city school system, in order to supply it with trained ers. The school was located in one of the city school buildings in street until its present building on Market street was erected. n Roberts was its first principal, and remained so throughout its y until his death in 1897, when he was succeeded by the present ipal, W. J. McConathy.

vas suspended in 1878 on account of the extra expense due to its tion, but was soon found to be almost indispensable and was ned in October, 1881. The present faculty has four regular ictors and five critic teachers. The school receives each year 30 iates from the female high school, and six others are admitted on ination. The regular course is two years in length, and there are ly about 30 normal graduates. A commercial department was ned to this school in 1891, and has commercial and business s, each with a course of one year. These classes combined usually about 150 pupils, with about 100 graduates. There are dditional teachers in this department.

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